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ABSTRACT

Part 10 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of support systems. Three competencies are considered: (1) that a curriculum consultant should be capable of developing a comprehensive and systematic inservice training program, (2) that a curriculum consultant should be capable of designing classroom settings conducive to good teaching/learning conditions, and (3) that a curriculum consultant should be capable of developing procedures which facilitate the acquisition of needed instructional materials. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 10.0 Developing / Support Systems

Competency 10.1 A curriculum consultant should be capable of developing a comprehensive and systematic in-service training program.

April 1974

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training.

EC123145

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 10: Developing / Support Systems

MODULE ELEMENT SCOPE:

The purpose of this module is to assist you in becoming knowledgeable of support systems and how they might be employed to improve instruction for exceptional children. For purposes of this module "support systems" refers to in-service training programs, good teaching-learning conditions, acquisition of needed instructional materials, and use of consultative services. The emphasis here will be on developing and using support systems. It is anticipated that this module will prepare you to assist others in making maximum use of the support systems available in their communities and/or school districts. The experiences provided through this module will also enhance your ability to acquire those support systems which are needed but may not be provided within the district you are working.

MODULE ELEMENT SPECIFICATIONS:

Competency 10.1 A curriculum consultant should be capable of developing a comprehensive and systematic in-service training program.

Competency Components:

10.1.1 To assist the trainee in determining the need for specific in-service training programs.

10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

10.1.3 To assist the trainee in structuring an in-service training program.

10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Conference Record

Trainee's Name ______________________________

Phone ______________________________

Address ______________________________

Other Modules in Progress ______________________________

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Conference Record (continued)

Date: ______________ Reason: ____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Referen
			10.1.1.1 The trainee will be able to develop two procedures for determining specific in-service needs.	
			10.1.1.2 The trainee will be able to identify the in-service needs of a specific school district.	
			10.1.1.3 The trainee will be able to analyze a packaged in-service workshop and determine the problems to which it is applicable.	
			10.1.2.1 The trainee will be able to identify the specific resources required for in-service programming.	
			10.1.2.2 The trainee will be able to describe how resources needed for in-service programming may be acquired.	
			10.1.2.3 The trainee will be able to develop recommendations to administrations regarding the acquisition of needed, but unavailable, resources.	
			10.1.3.1 The trainee will be able to rank the in-service needs of a district based on teacher perceived priorities.	
			10.1.3.2 The trainee will be able to identify the major resources required for implementing an in-service program based on teacher perceived priorities.	
			10.1.3.3 The trainee will be able to prepare a budget estimate of the cost of implementing an in-service program.	
			10.1.3.4 The trainee will be able to prepare a sample package of the communications necessary to announce a workshop.	
			10.1.4.1 The trainee will be able to specify goals for a long-term in-service training program.	
			10.1.4.2 The trainee will be able to develop a set of policies for a long-term in-service program.	
			10.1.4.3 The trainee will be able to demonstrate the importance of centralized responsibility for administering an in-service program.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Referen
			10.1.4.4 The trainee will be able to determine the annual budget allocation for an in-service program in a particular school district	
			10.1.4.5 The trainee will be able to prepare a report to the Board of Education justifying expenditures for in-service programming.	
			10.1.4.6 The trainee will be able to develop a communication system with teachers for evaluative in-service programs.	

Upon successfully demonstrating competency in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

10.1.1.1.A
10.1.1.2.A
10.1.1.2.B
10.1.1.3.A
10.1.2.1.A
10.1.2.2.A
10.1.2.2.C
10.1.2.3.A
10.1.3.1.A
10.1.3.1.B
10.1.3.2.A
10.1.3.2.B
10.1.3.3.A
10.1.3.4.A
10.1.4.1.A
10.1.4.2.A
10.1.4.3.A
10.1.4.4.A
10.1.4.5.A
10.1.4.6.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objectives:

10.1.1.1 The trainee will be able to develop two procedures for determining specific in-service needs.

10.1.1.2 The trainee will be able to identify the in-service needs of a specific school district.

10.1.1.3 The trainee will be able to analyze a packaged in-service workshop and determine the problems to which it is applicable.

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.1 The trainee will be able to develop two procedures for determining specific in-service needs.

Enabling Activities	*Resources*	*Comments*
In-service training programs are designed to provide a variety of informal and formal educational on-the-job experiences to stimulate school personnel involvement and to provide professional growth. As a curriculum consultant you may be responsible for developing and implementing a comprehensive in-service training program for a specific school district. Any given school system usually has general needs, common to all districts, as well as specific in-service needs. In order to plan an effective in-service training program you must decide what procedures you would employ in order to determine specific in-service needs.		
10.1.1.1.A The first reading assignment should provide the following basic information: a. An introduction to in-service programs. b. An historical view of in-service education	10.1.1.1.A Resource File Cardina, P. Expanding teachers' competencies, In Fleming, R.S. (Ed.), Curriculum for Today's Boys and Girls Columbus: Ohio, Charles E. Merril Books, Inc., 1963, 599-631.	

10.1.1.1.A (continued)

- c. Easy for discovering in-service needs.
- d. Examples of in-service activities.
- e. A model for initiating in-service training programs.

After reading this chapter, you should be able to complete the following:

1. Define IN-SERVICE EDUCATION
2. Explore two additional sources and define the term " preservice education." How do these terms differ?

Curriculum cunsultants should be able to develop procedures for determining specific in-service needs. The next reference, Resource File (number five) will give you practic in determining specific in-service needs of a hypothetical school district.

10.1.1.1.A Resource File (continued)

2. Denemark, G.W. & MacDonald, J.B. Preservice in-service education of teachers. Review of Educational Research, 1967, 36, 233-247.
3. LeSure, J.S. Guide to Pedquese: A Handbook for Parent's Puzzled by Educational Jargon, New York: Harper Row, 1965.
4. Meyen, E.L.& Carr, D. An investigation of teacher-perceived instructional problems. U.S. Office of Education, March, 1968.
5. Lombardo, V. An In-Service Training Kit for Curriculum Consultants. University of Missouri, Columbia, 1973.(Assignment one: Activities 1-4)

This book should serve as an excellent reference guide for curriculum consultants, teacher, administrators as well as parents.

Special attention should be given to the comprehensive questionnaire on pp. 74-82.

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.1 The trainee will be able to develop two procedures for determining specific in-service needs.

Activity No. *Evaluation Criteria*

10.1.1.1.A

The first reading assignment was selected in order to familiarize the trainee with an overview of in-service education. The salient chapter titles are as follows:

a. The Meaning of In-Service Work
b. A Look at In-Service Education
c. Discovering In-Service Needs
d. In-Service Education
e. Illustrations of In-Service Activities
f. Initiating a Plan for In-Service Activities

Many educators sometimes confuse the term "pre-service education" with "in-service education". The next assignment was designed to make the trainee aware of the differences between these two terms.

A quotation by James S. LeSure follows:

> In-Service Education. The "service" referred to here is not service in the armed forces, but service as a teacher. The teacher who regards himself as professional never stops trying to improve his performance, which means he is always consciously learning--about his subject, about his pupils, about himself. Sometimes, although by no means always, his efforts to improve take some recognizable form. The most common is graduate courses in a university. Others are educational travel, special research, participating in curriculum studies, and developing a specialty within his teaching field, to name just a few. All these activities are types of in-service education. They carry the label "in-service" to distinguish them from education which takes place before beginning teaching for which the parallel term is PRE-SERVICE EDUCATION.

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.1 The trainee will be able to develop two procedures for determining specific in-service needs.

Activity No.	*Evaluation Criteria*
10.1.1.1.A (continued)	

The third assignment was designed to introduce the trainee to a procedure (questionnaire) for determining specific in-service needs. This questionnaire entitled Special Education Curriculum Development Center: Survey of Curriculum Practices is available through the Special Education Curriculum Training at the University of Iowa.

The trainee was given the next assignment in order to assist him in developing a second technique (interviewing) for determining specific in-service needs. The following information should be helpful in your evaluation.

a. Were appropriate questions asked?
b. Were the questions stated in a clear fashion?
c. Were they asked in a succinct manner?
d. Did the questions warrant yes-no responses or extended replies?
e. Was information regarding in-service needs obtained from the interview?
d. Overall plan--Was there continuity of though expressed in this assignment?

The student was asked to locate and annotate 2 references related to in-service education. This assignment is cumulative and should result in an annotated bibliography of approximately 15 references.

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.2 The trainee will be able to identify the in-service needs of a specific school district.

Enabling Activities	*Resources*	*Comments*
The role of the curriculum consultant is basically two-fold: 1. to serve as a resource person for curriculum content and process, and 2. to assist school personnel in the quest for information necessary for on-going evaluation, planning and maintenance. Today's curriculum consultant is becoming increasingly aware of the need to work with school personnel concerning problem areas in their district. In-service training programs developed around specific needs are usually successful because the participants find it easier to become actively involved in issues and topics of interest to them.		
10.1.1.2.A	10.1.1.2.A Resource File	
Read the article in Resource File 10.1.1.2.A and two additional sources for more information concerning the importance of in-service programs centered around the specific needs of the participants.	Turner, H.E. Improved in-service: A challenge for supervisors. Clearinghouse. 1970, 45, 116-119.	Note the first section entitled Failure of the In-Service Program.

Behavioral Objective *Continued:*

10.1.1.2.A (continued)

Answer the following question: When do in-service programs fail?

10.1.1.2.B

In order to obtain the necessary input regarding the in-service needs of a particular school district, you are asked to complete the following activities.

a. Using Resource File 10.1.1.2.B complete assignment two: Activities 1-8.

10.1.1.2.C

a. Interview a teacher in a local school district and seek to obtain 10 specific in-service needs. (approx. 10 min. interview)

b. Interview an administrator in the same school district and seek to obtain 10 specific in-service needs. (approx. 10 min. interview)

c. Using the information obtained from the above interviews, develop a two-column summary chart in which Column I represents the perceived in-service needs of a teacher; Column II represents the perceived in-service needs of a school administrator.

10.1.1.2.B

Lombardo, V.. An In-Service Training Kit For Curriculum Consultants. University of Missouri, Columbia, 1973.

10.1.1.2.C (continued)

d. Write a one-page report in which you are to compare the two lists of in-service needs.

Submit this report to your instructor for evaluation.

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.2 The trainee will be able to identify the in-service needs of a specific school district.

Activity No. — *Evaluation Criteria*

10.1.1.2.A

The first activity was assigned in order to make the trainee cognizant of the importance of "teacher-input" in planning in-service training programs.

The following information should be useful in evaluating this activity.

Question: When do in-service programs fail?

Answer: In-service programs usually are ineffective when the participants are not actively involved in the planning. Most teachers resent not being involved in the "input" phase of the in-service program. In addition, teachers want to have a say concerning what methods are to be utilized in servicing these needs.

Other issues may include:

1. In-service programs conducted at the end of the regular school day.
2. Additional salary increments for participation in such in-service programs.
3. College credit granted for participation in on-going training programs.

10.1.1.2.B

The second assignment asks the trainee to identify problem areas as reflected in the following statements made by a Bellview (hypothetical Form) teacher.

1. "Sue is never able to correctly copy sentences from the chalkboard."
   a. Sue may have a learning disability
   b. Sue may be sitting too far from the board
   c. Sue may have a physical disability
   d. The physical setting of the classroom may be interfering(viz. poor illumination, glare from the window, etc.) with learning.
   e. Other reasons

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.2 The trainee will be able to identify the in-service needs of a specific school district.

Activity No.	*Evaluation Criteria*
10.1.1.2.B (continued)	

2. "Everything in the room seems to distract Frank."
   a. Frank may have a physical disability
   b. The room may be too distracting with an overabundance of teaching aids, or too close to a source of distracting stimuli (football field, etc.)
   c. Frank may have a problem relating to motivation (i.e., the work is not purposeful or interesting.
   e. Other reasons

3. "Tony never works at a task for longer than 5 minutes. He's constantly in motion."
   a. Poor attention span may be related to environmental, psychological, or physiological factors.
   b. The work may be too easy or too complex.
   c. Other reasons

4. "Johnny always complains of a headache when we have reading."
   a. Perhaps Johnny needs glasses or some other prosthetic device.
   b. The material may be too difficult or too simple.
   c. Johnny may have some physical disability.
   d. Johnny may have a psychological problem.
   e. Other reasons

5. "No one wants Richard on their team. He's always tripping over himself."
   a. Richard may have a physical disability.
   b. He may have a learning disability.
   c. Richard may have a developmental problem related to maturation.
   d. Other reasons

6. "Tom always fails the weekly spelling test. He constantly tells me that he studies his words everyday."
   a. Tony may have a learning disability.
   b. He may have a physical disability.
   c. Lack of individualization in the spelling program may be a significant factor.
   d. Other reasons

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.2 The trainee will be able to identify the in-service needs of a specific school district.

Activity No. *Evaluation Criteria*

10.1.1.2.B (continued)

7. "Programmed - instruction in reading really scares me. I wish we didn't have to use programmed readers."
    a. Perhaps this teacher did not have a say concerning what type of reading approach to use in her classroom.
    b. This teacher may not have been properly oriented to programmed-instruction in reading.
    c. This teacher may not be aware that these particular readers were only to be used as supplemental materials.
    d. Other reasons

8. "I seem to spend more time doing clerical work than actual teaching."
    a. Perhaps this teacher does not plan her day properly.
    b. He may be doing work that should be done after class (i.e., register, evaluation forms, etc.)
    c. Perhaps the teachers in his district are asked to perform too many clerical duties.
    d. Other reasons.

10.1.1.2.C

The next three assignments are related in that the trainee is asked to obtain the perceived in-service needs of a teacher and an administrator and to make comparisons concerning this information obtained from interviews.

In evaluating these activities the following evaluation criteria may be employed:

1. Were specific in-service needs identified?
2. What similarities were observed with regards to the two sets of responses?
3. What differences were observed with regards to the two sets of responses?
4. What recommendations were made by the trainee with regards to servicing these in-service needs?

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.3 The trainee will be able to analyze a packaged in-service workshop and determine the problems to which it is applicable.

Enabling Activities	*Resources*	*Comments*
10.1.1.3.A Curriculum consultants in Special Education are responsible for dealing with issues and needs concerning the education of exceptional children. The question as to what educational setting is most beneficial for the mildly handicapped has been a most controversial issue. As a consultant, you may be faced with the task of preparing regular school teachers to instruct mildly handicapped children assigned to their classrooms. The article in Resource File 10.1.1.3.A defines mildly handicapped as follows: "..those children traditionally labeled as educable mentally retarded, emotionally disturbed, behaviorally disordered, educationally handicapped, learning disabled or brain-injured ...referred from regular education programs because of some sort of teacher perceived behavioral or learning problem."	10.1.1.3.A Glass, R.M. & Meckler, R.S. Preparing elementary teachers to instruct mildly handicapped children in regular classrooms: A summer workshop. Exceptional Children, 1972, 39, 152-156. OPTIONAL In-service program materials	

10.1.1.3.A (continued)

After reading the above article, you should be able to complete the following:

1. Write a one-page summary of the article in which you list the specific instructional problem areas identified.
2. Select any two instructional problems, identified in the study, and report any changes in attitudes and skills reported by the workshop participants.

Competency Component: 10.1.1 To assist the trainee in determining the need for specific in-service training programs.

Behavioral Objective: 10.1.1.3 The trainee will be able to analyze a packaged in-service workshop and determine the problems to which it is applicable.

Activity No.	*Evaluation Criteria*
10.1.1.3.A	The two activities were designed to assist the trainee in analyzing a packaged in-service workshop program. Specific emphasis was placed on the ability to determine problem areas to which they are applicable. Special attention should also be given to the changes in attitudes and skills reported by the summer workshop participants. The following reference should be helpful in evaluationg these two activities. (see table) Glass, R.M. and Mickler, R.S. Preparing elementary teachers to instruct mildly handicapped children in regular classrooms: A summer workshop. Exceptional Children, 1972,39, 154-155.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objectives:

10.1.2.1 The trainee will be able to identify the specific resources required for in-service programming.

10.1.2.2 The trainee will be able to describe how resources needed for in-service programming may be acquired.

10.1.2.3 The trainee will be able to develop recommendations to administrations regarding the acquisition of needed, but unavailable, resources.

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objective: 10.1.2.1 The trainee will be able to identify the specific resources required for in-service programming.

Enabling Activities	*Resources*	*Comments*
10.1.2.1.A In-service training programs involve a considerable amount of planning and preparation. Specific resources must be identified before in-service programming can be effectively implemented. The first two references were selected in order to familiarize the trainee with the various resources necessary for in-service programming. Remember, in-service programs that work usually require a considerable amount of work! Select two additional sources and complete the following activities: 1. List 7 resources necessary for in-service programming. 2. Write a one-paragraph description for each resource item listed. Submit this assignment to your instructor for evaluation.	10.1.2.1.A Goodrich, T. Planning A Workshop, KU,IMC November, 1972. Ward, T. and Levine, S.J. Yours For a Better Workshop. Michigan State University, October, 1971.	

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objective: 10.1.2.1 The trainee will be able to identify the specific resources required for in-service programming.

Activity No.	*Evaluation Criteria*

10.1.2.1.A

The trainee was asked to identify 7 specific resources necessary for in-service programming. The following items should be included in the trainee's list:

1. Staff
2. Budget or finance
3. Media equipment
4. Physical surroundings
5. Time scheduling
6. Evaluation procedures
7. Instructional materials

The second activity asked the trainee to include a one-paragraph description for each of the above items. The following should be helpful in evaluating this activity:

1. Staff. This item includes speakers, consultants steering committee members, workshop aides, and secretarial staff.

2. Budget or finance. This includes the total cost of the in-service training program. Possible expenditures include: advertisement, rental and/or purchase of media equipment and instructional materials, as well as honorariums for speakers and consultants. Some in-service programs may charge registration fees for artistic and recreational activities included in the program.

3. Media equipment. The following equipment may be needed in order to provide a comprehensive in-service training program:
    a. CCTV equipment
    b. Overhead projector
    c. Opaque projector
    d. 8mm loop projector
    e. Slide projector
    f. Filmstrip projector
    g. 16 mm projector
    h. Tachistoscope
    i. Tape recorder
    j. Phonograph

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-serive training.

Behavioral Objective: 10.1.2.1 The trainee will be able to identify the specific resources required for in-service programming.

Activity No.	*Evaluation Criteria*
10.1.2.1.A (continued)	4. Physical Surroundings. Select physical surroundings that will add to the workshop program. Be sure that adequate seating and proper work areas as well as ventilation and illumination are provided. 5. Time Scheduling. Select a time that is beneficial to the participants. After-class sessions may not be acceptable to the in-service participants. In addition, be sure to introduce the program participants to a definite time schedule at the beginning of the program. Emphasize that you plan to follow the time schedule as clearly as possible. 6. Evaluation Procedures. Feedback is a necessary part of in-service programming. Some methods for evaluating the program in terms of changes in skills and/or attitudes should be provided. 7. Instructional Materials. These items relate to educational materials which may be locally prepared (hand-out-materials) or commercially prepared (film, filmstrip, etc.). Library facilities should be provided whereby books and related instructional materials are made available for workshop participants.

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objective: 10.1.2.2 The trainee will be able to describe how resources needed for in-service programming may be acquired.

Enabling Activities	Resources	Comments
10.1.2.2.A Once the necessary resources for in-service programming have been identified, it is necessary to find ways in which these resource may be obtained. Read the reference in Resource File 10.1.2.2.A.	10.1.2.2.A Krug, E.At. et.al. Administering Curriculum Planning, New York: Harper, 1956, 220-244.	
10.1.2.2.B Using the list of 7 resources already identified in the previous assignment, you are asked to complete the following: 1. Contact an individual from a local school district who is responsible for planning in-service programs in order to obtain information concerning which steps are employed in acquiring necessary resources. (This may be done by a telephone interview or a personal interview)		
10.1.2.2.C Complete the third assignment in Resource File 10.1.2.2.A.	10.1.2.2.C Lombardo, V. An In-Service Training Kit for Curriculum Consultants. University of Missouri, Columbia, 1973. (Assignment 3: Activities 1-2)	

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objective: 10.1.2.2 The trainee will be able to describe how resources needed for in-service programming may be acquired.

Activity No. | *Evaluation Criteria*

10.1.2.2.A

The trainee was asked to read the chapter by Krug et.al. (1956) in order to obtain information concerning the ways in which resources necessary for in-service programming may be acquired.

10.1.2.2.B

In the second activity, the trainee was directed to contact an individual from a local school district who is responsible for in-service programs in order to obtain additional information concerning steps to follow in acquiring resources for in-service programming.

One particular method that seems to be widely used in acquiring necessary resources involves the formation of a "steering committee" in which the curriculum consultant may serve as the workshop director. In the article by Krug et.al. (1956), special attention should be given to the section concerning the abuses of the "master committee " approaches on pages 235-236.

10.1.2.2.C

In the next activity, the trainee was asked to prepare a ten-item agenda for a hypothetical in-service program committee meeting. In evaluating this activity, attention should be given to the following:

1. Were the items stated in a clear manner?
2. Were the items described in a concise fashion?
3. Did any of the agenda items discuss ways of obtaining "input" from participants outside the planning committee?
4. Were appropriate items included in the overall agenda?

The trainee was directed to develop an annotated bibliography of 10 additional references relating to in-service programs.

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objective: 10.1.2.3 The trainee will be able to develop recommendations to administrations regarding the acquisition of needed, but unavailable, resources.

Enabling Activities	*Resources*	*Comments*
10.1.2.3.A Curriculum consultants in Special Education may be faced with situations where particular resource items are needed, but unavailable, for a particular in-service program. In order to ameliorate this situation, it may be necessary for the consultant to make specific recommendations to a school administrator in order to indicate the importance in obtaining such resources. Utilizing the reference in Resource File 10.1.2.3.A, complete assignment four.	10.1.2.3.A Lombardo, V. An In-Service Training Kit for Curriculum Consultants. University of Missouri, Columbia, 1973. (Assignment 4: Activities 1-2)	

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objective: 10.1.2.3 The trainee will be able to develop recommendations to administrators regarding the acquisition of needed, but unavailable, resources.

Activity No. *Evaluation Criteria*

10.1.2.3.A.

The trainee was asked to discuss possible steps to follow in order to obtain color videocassette equipment for an in-service program. The following information should be useful in evaluating this activity:

1. Contact a local CCTV distribution and inquire as to their purchasing, rental, leasing policies. Some local distributors will provide the necessary production staff at an additional fee. (These technician'sfees are sometimes prohibitively expensive for a school system.)

2. Some local T.V. stations should be contacted in order to see if they could be willing to videotape your program as part of a public service to the community.

3. Some companies will allow you to use their CCTV equipment, for a charge, as long as you guarantee them a certain amount of publicity.

4. You may wish to borrow the equipment from a neighboring school system or educational agency.

5. Some factories are willing to loan their CCTV equipment to a school system in exchange for such things as:
a.) school facilities for a particular meetings or activites, or b.) the use of other media equipment owned by the school district.

The next assignment was provided in order to give the trainee an opportunity to make recommendations to an administrator concerning the importance in obtaining a specific resource item. The following reasons for videotaping an in-service program utilizing color videocassette equipment may be included.

1. Color 3/4" videocassette equipment is usually relatively easy to operate.
2. The cost of color 3/4" videocassettes in comparison to 1/2" or 1" black and white tapes are not that great.

Competency Component: 10.1.2 To assist the trainee in determining resources available within the school district for in-service training.

Behavioral Objective: 10.1.2.3 The trainee will be able to develop recommendations to administrators regarding the acquisition of needed, but unavailable, resources.

Activity No.	*Evaluation Criteria*
10.1.2.3.A (continued)	3. It seems that color 3/4" videocassettes are almost a standardized videocassette configuration. 4. Color videocassettes can be easily duplicated and rented at a fee to interested persons. 5. The color videocassettes could be stored for future reference. This could be an extremely useful resource item when planning subsequent in-service programs. 6. Color videocassettes can be erased and used again in another area of the instructional program. 7. Color adds an exacting dimension to videotaped presentations. 8. More and more local TV stations are able to use film clips of 3/4" videocassettes and "air" them on telecasts. Such publicity is most valuable for in-service programming. 9. Government funds allow for the purchase of CCTV equipment by school districts. 10. Videotapes of the in-service program should provide a valuable monitorial device.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objectives:

10.1.3.1 The trainee will be able to rank the in-service needs of a district based on teacher perceived priorities.

10.1.3.2 The trainee will be able to identify the major resources required for implementing an in-service program based on teacher perceived priorities.

10.1.3.3 The trainee will be able to prepare a budget estimate of the cost of implementing an in-service program.

10.1.3.4 The trainee will be able to prepare a sample package of the communications necessary to announce a workshop.

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.1 The trainee will be able to rank the in-service needs of a district based on teacher perceived priorities.

Enabling Activities	*Resources*	*Comments*
10.1.3.1.A The acquisition of in-service needs of teachers in a school district are a necessary part of in-service programming. Once the necessary "input" has been obtained, it is therefore necessary to rank these in-service needs based on teacher perceived priorities. The trainee is encouraged to read the reference in Resource File 10.1.3.1.A in order to obtain more information concerning in-service needs based on teacher perceived priorities. Remember, in-service training programs based on the needs and concerns of the participants are usually the most successful.	10.1.3.1. A Gearheart, B.R. Administration of Special Education. Springfield, Illinois, Charles C. Thomas, 1967, pp. 84-87.	
10.1.3.1.B The second reference in Resource File 10.1.3.1.B should provide the trainee with an opportunity to rank the in-service needs of the Bellview (hypothetical) school district.	10.1.3.1.B. Lombardo, V. An In-Service Training Kit For Curriculum Consultants. University of Missouri, Columbia, 1973. (Assignment 4: Activities 1-2)	

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.1 The trainee will be able to rank the in-service needs of a district based on teacher perceived priorities.

Activity No.	*Evaluation Criteria*
10.1.3.1.A	The first reading assignment provides a general review of the importance of obtaining the in-service needs of teachers for in-service programming.
10.1.3.1.B	The next assignment was given in order to provide the trainee with an opportunity to rank the in-service needs of a particular school district. The following list of in-service needs (TABLE I) ranked in descending order of frequency will assist you in evaluating this activity.

TABLE I

Rank Order	In-Service Needs	Frequency
1	Media Technology	97
2	Research Trends in Education	78
3	Precision- Teaching Techniques	65
4	Performance - Based Criteria	63
5	Contingency - Contracting	55
6	Differential Diagnosis in Special Education	48
7	Parent Conferences	46
8	Psychological Testing Program	45
9	Sex-Education	40
10	Programmed - Instruction in Reading	38
11	Discipline Techniques	26
12	Team Teaching	13
13	Planning and Coordinating Field Trips	9

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.1 The trainee will be able to rank the in-service needs of a district based on teacher perceived priorities.

Activity No.	*Evaluation Criteria*
10.1.3.1.B (continued)	The trainee was asked to develop an annotated bibliography of 5 additional references relating to in-service training programs.

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.2 The trainee will be able to identify the major resources required for implementing an in-service program based on teacher perceived priorities.

Enabling Activities	*Resources*	*Comments*
10.1.3.2.A In addition to being able to rank the in-service needs based on teacher priorities, the curriculum consultant in Special Education may also be confronted with the task of determining the major resources required for implementing an in-service training program. Read one additional source relating to resources necessary for in-service programming.	10.1.3.2.A Gearheart, B.R. Administration of Special Education. Springfiel: Illinois, Charles C. Thomas, 1967, pp. 137-141.	
10.1.3.2.B Read the reference in Resource File 10.1.3.2.A.		
10.1.3.2.C The first seven in-service needs which the trainee ranked in activity 10.1.3.2.B are to be employed in completing the following activities: List the major resources which are necessary in order to implement each of the ranked in-service needs.		

Behavioral Objective Continued:

10.1.3.2.D

List the possible steps you would follow in order to obtain these necessary resources.

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.2 The trainee will be able to identify the major resources reserved for implementing an in-service program based on teacher perceived priorities.

Activity No.	*Evaluation Criteria*
10.1.3.2.A	The trainee was asked to read one additional source, on his own, relating to in-service programming.
10.1.3.2.B	The second reading assignment was provided for view purposes. This article describes functional activities in order to implement an in-service program.
10.1.3.2.C	In the next two assignments the trainee has asked to list the major resources necessary in order to implement the following ranked in-service needs: 1. Media technology 2. Research trends in education 3. Precision-teaching techniques 4. Performance-based criteria 5. Contingency-contracting 6. Differential diagnosis in Special Education 7. Parent conferences This one example should assist you in evaluating the other ranked in-service needs. EXAMPLE: MEDIA TECHNOLOGY Resources: 1. Staff a. Media director, or consultant b. Projectionists c. Technicians 2. Equipment a. CCTV equipment b. Overhead projector c. 16 mm projector d. Tape recorder e. Slide projector f. Front-screen, rear-screen g. P.A. & large remote speakers

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.2 The trainee will be able to identify the major resources reserved for implementing an in-service program based on teacher perceived priorities.

Activity No. *Evaluation Criteria*

10.1.3.2.C. (continued)

3. Physical surrounding
    a. Large auditorium
    b. Platform for speaker
    c. P.A. equipment
    d. Windows should be darkened
4. Time scheduling
    a. During school time
    b. One hour of lecture
    c. 30 min. of questions and answers
    d. Workshop involving the actual
    e. Slide/ SYNC presentation
5. Evaluation
    a. Questionnarie
    b. A/V proficiency test administered to all participants.
6. Instructional Materials
    a. Handouts explaining terms relative to technology.
    b. Overhead transparencies of diagrams depicting the uses of various pieces of equipment.
    c. Professionally prepared tapes and slides (Slide/ SYNC presentation)
7. Budget
    a. Honorarium for speaker
    b. Honorarium for projectors
    c. Purchase or rental of equipment
    d. Cost in preparing visuals

10.1.3.2.D

In assignment four the trainee was asked to list possible steps to follow in order to obtain these necessary resources. The following outline should be helpful in evaluating this activity.

Staff
1. The local media director may be employed as one of the workshop speakers.
    a. Students would be assigned as projectionists.
    b. Students would be assigned as CCTV technicians.

Equipment
2. The hardware included in this program may be owned by the district.
    a. Make a formal request, in writing, to the superintendent, or
    b. Contact the building principal who has charge of this equipment.
    c. Arrangements should be made for a teacher, aide,

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.2 The trainee will be able to identify the major resources reserved for implementing an in-service program based on teacher perceived priorities.

Activity No.	*Evaluation Criteria*
10.1.3.2.D (continued)	custodian, or student to deliver the equipment to a specified location.

Physical Surroundings

3. The equipment utilized in this in-service program is easily affected by extreme temperatures. It is also very expensive!
    a. Make sure that the temperature of the storage area is properly maintained
    b. Be sure that proper security measures have been taken to ensure the safety of this equipment.
    c. Make sure that only authorized personnel are allowed to operate this equipment.

Time Scheduling

4. This equipment is used by the entire Bellview faculty.
    a. Make sure that a written request form has been signed and received by the people in charge of equipment.
    b. Is this equipment to be used in other sessions within the workshop?
    c. How long are you permitted to use the equipment before bulbs and tubes have to be replaced?

Evaluation

5. Has a person knowledgeable in media been assigned to administering the A/V proficiency tests to the participants?
    a. Has a check-list been provided?
    b. What scale is used in this evaluation?

Instructional Materials

6. a. Have all the locally prepared meterials been proof-read?
    b. What professional standards are being employed in making these visuals?
    c. Has the librarian been contacted?

Budget

7. a. Does your budget allow for any additional experiences?
    b. Have all the purchase order forms been completed and filed with the central office?
    c. Did the superintendent approve your budget?

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.3 The trainee will be able to prepare a budget estimate of the cost of implementing an in-service program.

Enabling Activities	*Resources*	*Comments*
10.1.3.3.A Once the in-service needs and major resources have been identified, curriculum consultant should be prepared to estimate the amount of money necessary for implementing such a program. Read the article in Resource File 10.1.3.3.A 1. List the major in-service activities identified in the article. 2. Draw up a budget estimate of the cost of implementing an in-service program based on the above activities.	10.1.3.3.A Wiles, K. Supervision for Better Schools. Englewood Cliffs: New Jersey, Prentice-Hall, 1967, pp. 133-139.	

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.3 The trainee will be able to prepare a budget estimate of the cost of implementing an in-service program.

Activity No.	*Evaluation Criteria*
10.1.3.3.A	In the first assignment, the trainee was asked to identify the following in-service activities as stated in the reference in Resource File 10.1.3.3.A.

1. Seminars built around the study of research on a given topic
2. Experiments that are out-growths of the seminar
3. Seminars to consider the evidence obtained from the experiments
4. Open hearings on proposals
5. Demonstration of practices that have been projected
6. Clinics held as adjuncts to the demonstration.
7. Classes to develop skills and concepts
8. Large group presentations

The second assignment asked the trainee to prepare a budget estimate of the cost of implementing an in-service program based on the above activities. The following information should be helpful in evaluating this activity.

The trainee should make reference to the 7 resources already identified in 10.1.2.1. The following list of resources should be included with varying cost estimates as described by the trainee:*

1. Staff
2. Media equipment
3. Physical surrounding of the location
4. Time scheduling
5. Evaluation procedures
6. Instructional materials

*7. Total Budget

*The total budget estimate will depend on the amount of emphasis the trainee wishes to place on any given resource area.

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training program.

Behavioral Objective: 10.1.3.4 The trainee will be able to prepare a sample package of the communications necessary to announce a workshop.

Enabling Activities	*Resources*	*Comments*
10.1.3.4.A An in-service training program involves a team effort in which teachers, principals, grade level chairmen, curriculum consultants, and superintendents work together in order to discuss problems that are of concern to them. Such an endeavor calls for a systematic planning and organization. After you complete assignment five in Resource File 10.1.3.4.A, you should be able to prepare a sample package of the communications necessary to announces a workshop.	10.1.3.4.A Lombardo, V. An In-Service Training Kit for Curriculum Consultants. University of Missouri, 1973. (Assignment 5: Activities 1-5)	

Competency Component: 10.1.3 To assist the trainee in structuring an in-service training prgram.

Behavioral Objective: 10.1.3.4 The trainee will be able to prepare a sample package of the communications necessary to announce a workshop.

Activity No.	*Evaluation Criteria*
10.1.3.4.A	The trainee was asked to prepare the following sample package of communications necessary in order to announce a workshop:

1. A communiqué to notify the in-service planning committee of a meeting.
2. A communiqué to Dr. Williams regarding the decisions of the committee.
3. A memo to each building administrator announcing the forth coming workshop.
4. A press release to the news media announcing the workshop.
5. A prototype of an in-service bulletin or brochure to be distributed to all participants.

The following criteria should be helpful in evaluating these activities:

1. Was the communiqué stated in a clear fashion?
2. Was it written in a concise fashion?
3. Was appropriate information provided?
4. Was it written in a neat and organized manner?
5. Did the reader get the message?
6. Was any important information omitted from the communiqué?

The attached program-workshop brochure on Media Technology should be helpful in evaluating the last activity in which the trainee was asked to prepare a sample bulletin or brochure announcing the workshop.

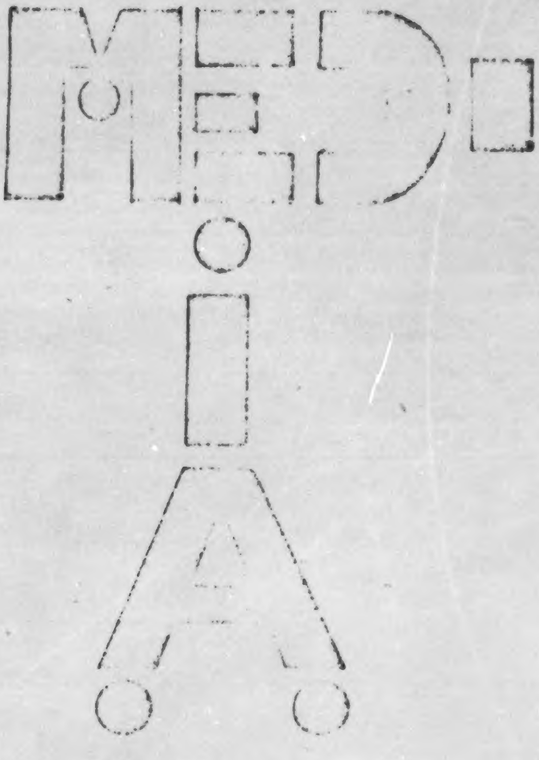
BELLVIEW

PUBLIC

SCHOOLS

announce

a



WORKSHOP

August 10, 1973

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objectives:

10.1.4.1 The trainee will be able to specify goals for a long-term in-service training program.

10.1.4.2 The trainee will be able to develop a set of policies for a long-term in-service program.

10.1.4.3 The trainee will be able to demonstrate the importance of centralized responsibility for administering an in-service program.

10.1.4.4 The trainee will be able to determine the annual budget allocation for an in-service program in a particular school district.

10.1.4.5 The trainee will be able to prepare a report to the Board of Education justifying expenditures for in-service programming.

10.1.4.6 The trainee will be able to develop a communication system with teachers for evaluative in-service programs.

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.1 The trainee will be able to specify goals for a long-term in-service training program.

Enabling Activities	*Resources*	*Comments*
10.1.4.1.A In addition to developing a short-term in-service program, the curriculum consultant may be asked to coordinate a long-term in-service education program for a local district. Long-term programs sometime involve monthly in-service sessions in order to provide for the ongoing needs and concerns of professional school personnel. One outstanding long-term in-service program is the SEDDC in-service training program for teachers of the mentally retarded. Read the article in Resource File 10.1.4.1.A and complete the following: 1. List the specific goals of the long-term in-service program in Resource File 10.1.4.1.A?	10.1.4.1.A Meyen, E.L. A statewide approach to in-service training for teachers of the mentally retarded. Exceptional Children, 1969, 353-357.	
10.1.4.1.B Read one other source concerning a long term in-service training program. a. List the similarities you observed (if any). b. List the differences you perceived.		

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.1 The trainee will be able to specify goals for a long-term in-service training program.

Activity No. *Evaluation Criteria*

10.1.4.1.A

The first reading assignment was provided in order to introduce the trainee to the concept long-term in-service training. Special attention is given to the importance of a centralized program in establishing the following the goals:

1. To provide well defined instructional objectives for teachers in local school districts.
2. To assist in the implementation of sequential programs instead of individual classes.
3. To provide an effective ongoing long- term in-service training program for teachers of the mentally retarded.
4. To assist in the development, coordination, and dissemination of materials and ideas on curriculum problems relevant to the special class situation.

10.1.4.1.B

In the next assignment the trainee was asked to select one other source concerning a long-term in-service training program and to make comparisons with the SECDC program in Resource File 10.1.4.1.A. The following information should be helpful in evaluating this activity:

1. Did the trainee identify an article relating to long term in-service training?
2. What similarities (if any) were identified?
3. What differences were discussed?
4. Were specific goals identified?
5. Did the trainee develop the assignment in a systematic fashion?
6. Were other sources included in the discussion?
7. Did the trainee generate questions and concerns which may have implications for other arrangements?

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.2 The trainee will be able to develop a set of policies for a long-term in-service program.

Enabling Activities	*Resources*	*Comments*
10.1.4.2.A Long-term in-service training programs involve a considerable amount of coordination and planning. Programs which are based on the ongoing in-service needs of the participants, need a specific set of policies and guidelines to follow. Without a set of policies the long-term in-service program ceases to be a viable approach to providing a vehicle for professional growth. Read the article in Resource File 10.1.4.2.A and answer the following question: 1. What set of policies are employed in order to ensure continuity of in-service training between school districts?	10.1.4.2.A ASCD. Role of supervisor and curriculum director in a climate of change. ASCD Yearbook, 1965. 114-117.	

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.2 The trainee will be able to develop a set of policies for a long-term in-service program.

Activity No. *Evaluation Criteria*

10.1.4.2.A

The trainee was asked to identify a set of policies identified in Resource File 10.1.4.2.A. The following should be helpful in evaluating this assignment:

1. Inter-district in-service education committees are established in order to provide in-service communication between school systems.
2. The Ventura County Office is responsible for developing K-12 curriculum development committees. This provides a cooperative in-service program between elementary and secondary districts
3. Inter-district special committees are designed to deal with such areas as the following:
   a. A new approach to foreign languages
   b. Trends in modern mathematics
   c. Linguistics approach for teaching English
   d. Methods in Social Studies

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.3 The trainee will be able to demonstrate the importance of centralized responsibility for administering an in-service program.

Enabling Activities	*Resources*	*Comments*
10.1.4.3.A A long-term in-service program is aimed at providing leadership and service to local school districts in order to study their own needs and concerns. The Special Education long-term in-service training approach in Resource File 10.1.4.3.A is a comprehensive state-wide training program for teachers of the mentally retarded. Read the article in Resource File 10.1.4.3.A and complete the following. 1. What are the three basic types of assistance provided by SECDC? 2. Why is centralized responsibility important?	10.1.4.3.A Special Service Personnel - A Source of Help for the Teacher. Iowa State Department of Public Instruction and the University of Iowa, 1971, pp. 1-9.	

Competency Component:	10.1.4	To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.
Behavioral Objective:	10.1.4.3	The trainee will be able to demonstrate the importance of centralized responsibility for administering an in-service program.

Activity No.	*Evaluation Criteria*
10.1.4.3.A	The trainee was asked to read the article in Resource File 10.1.4.3.A.

The trainee was asked to list the 3 basic types of assistance provided by SEDDC. The following is a list of assistance provided by SEDDC:

1. To provide assistance for a specific child in a school district.
2. To assist in developing the content of an instructional program, and
3. To assist in developing new instructional skills.

In the last assignment, the student was asked to discuss the importance of centralized responsibility in coordinating a long-term in-service program. The following should be helpful in evaluating this assignment:

1. Centralized responsibility can provide long-term in-service programs
2. It can provide all the participants with information and necessary communication between schools and districts concerning new instructional skills
3. To plan, and implement programs which are sequentially and systematically designed
4. To communicate over-all policies to professional school personnel and
5. To make specific recommendations to the local Board of Education

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.4 The trainee will be able to determine the annual budget allocation for an in-service program in a particular school district.

Enabling Activities	*Resources*	*Comments*
10.1.4.4.A Centralized Instructional Materials Centers (IMC) are being developed by some school systems as an approach to providing long-term in-service training for school personnel. Read the article in Resource File 10.1.4.4.A and complete the following assignment. 1. Develop an approximate budget for implementing the Evanston Township High School IMC.	10.1.4.4.A Davis, H.S. Organizing a learning center. In-Service Education and Staff Utilization. Educational Research Council of America, 1968, 11-19.	Special attention should be given to the Evanson Township High School IMC, 17-19.

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.4 The trainee will be able to determine the annual budget allocation of an in-service program in a particular school district.

Activity No.	*Evaluation Criteria*
10.1.4.4.A	The trainee was asked to develop an approximate budget for implementing the Evanston Township High School IMC discussed in Resource File 10.1.4.4.A. This IMC is composed of the following:

1. 7 librarians at ($9,000 per librarian)
2. The following A/V equipment:

Quantity	Item Description	Approx. Unit Cost	Total Cost
1,000	16mm film rentals	$ 10.00	$10,000
2,400	color filmstrips	7.00	15,800
300	color 35mm slides	5.00	1,500
25	viewlex filmstrip-slide projectors	195.00	4,875
2	filmstrip-slide projector previewers (viewlex)	25.00	50
2,000	cp records	4.00	8,000

$40,225.

3. The following library materials are also a part of the Evanston IMC:

Quantity	Item Description	Approx. Unit Cost	Total Cost
57,000	book volumes	$ 4.00	$228,000
60,000	pamplets	1.50	90,000
1	apeco super-stat II book copier	18.50	500
10,000	copy paper	.03	300

$318,800.

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.4 The trainee will be able to determine the annual budget allocation of an in-service program in a particular school district.

Activity No.	*Evaluation Criteria*
10.1.4.4.A (continued)	Budget

63,000	Salaries
40,000	A/V Equipment
318,300	Library Materials
421,300	*Total Budget

*This is only an estimate budget and not the actual budget of the Evanston Township IMC.

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program.

Behavioral Objective: 10.1.4.5 The trainee will be able to prepare a report to the Board of Education justifying expenditures for in-service programming.

Enabling Activities	*Resources*	*Comments*
10.1.4.5.A The coordination and implentation of a long-term in-service training program involves a considerable amount of time and financial expenditure. The justification for such expenditures must be clearly articulated before a school board would permit such purchases. As a curriculum consultant you may be responsible for preparing a report to the local Board of Education in order to justify purchases for in-service programming. Read the article in Resource File 10.1.4.5.A concerning the Evanston Township IMC an complete the following assignment: 1. Prepare a two-page report in which you are to justify to the Evanston Township Board of Education the budget expenditures you prepared in the previous assignment for in-service programming.	10.1.4.5.A (10.1.4.4.A) Davis, H.S. Organizing a Learning Center. In-Service Education and Staff Utilization. Educational Research Council of America, 1968, 17-19.	

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program.

Behavioral Objective: 10.1.4.5 The trainee will be able to prepare a report to the Board of Education justifying expenditures for in-service programming.

Activity No.	*Evaluation Criteria*
10.1.4.5.A	The trainee was asked to write a two-page report in which he is to submit to the Evanston Township Board of Education justifying the budget prepared in the previous assignment for in-service programming. The following should be helpful in evaluativing this assignment: 1. Did the trainee provide an introduction? 2. Was the budget presented in a clear and concise fashion? 3. What additional sources(if any) were cited in the report? 4. Did the trainee develop the assignment in a systematic fashion. 5. Did the trainee provide strong arguments in defense of budgeting expenditures? 6. Did the trainee provide alternate plans if the total program would not be accepted? (i.e., Phase Approach)

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.6 The trainee will be able to develop a communication system with teachers for evaluative in-service programs.

Enabling Activities	*Resources*	*Comments*
10.1.4.6.A Evaluation is a necessary dimension in the problem-solving process. In-service needs based on the in-service needs of teachers must constantly by evaluated as to the effectiveness of the programs. Read the articles in Resource File 10.1.4.6.A.	10.1.4.6.A Special Service Personnel - A Source of Help for the Teacher. Iowa State Department of Public Instruction and the University of Iowa, 1971, pp. 50-54.	
10.1.4.6.B Read one additional source concerning ways to evaluate in-service training prgrams. 1. Develop a rating scale which you would use to evaluate the Evanston Township IMC. Remember, feedback is only effective if you plan to follow the recommendations if they are involved in the evaluation process. In-service training is most effective when it meets the ongoing needs of the professional school personnel.		

Competency Component: 10.1.4 To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Behavioral Objective: 10.1.4.6 The trainee will be able to develop a communication system with teachers for evaluative in-service programs.

Activity No.	*Evaluation Criteria*
10.1.4.6.A	In the first assignment the trainee was asked to read the article in Resource File 10.1.4.6.A. This article involves the importance of providing evaluation procedures in long-term in-service training programs.
10.1.4.6.B	The next assignment encouraged the trainee to read an additional source regarding ways to evaluate in-service training programs.
	In the last assignment the trainee was asked to develop a rating scale for evaluating the Evanston Township IMC. The following workshop reactionnaire may be helpful in evaluating this activity:

WORKSHOP REACTIONNAIRE

Date ________________________

In order to plan and conduct workshops for more effectively meeting the needs of teachers of exceptional children, your frank reactions to the following questions are required. The information you provide will be treated confidentially. Your name need not be placed on the sheet.

	Excellent	Very Good	Good	Fair	Poor
1. How clearly were the objectives of the workshop stated?	☐	☐	☐	☐	☐
2. How effectively were the objectives accomplished?	☐	☐	☐	☐	☐
3. How well did you understand what was said and discussed?	☐	☐	☐	☐	☐
4. How closelydid the workshop meet your expectations?	☐	☐	☐	☐	☐
5. How well were you able to understand the material presentation.	☐	☐	☐	☐	☐
6. How useful do you feel the workshop experience has been for you?	☐	☐	☐	☐	☐

Comments and Suggestions:

Personal Data:

Position: Primary ___ Intermediate ___ Jr. H. ___ Sr. H. ___Couns____ Other____
Preparation: 3yr. ___ Bachelor ___Master ___Specialist ___Doctorate___
Total Years Experience: _____ Years experience in Special Education _______
Area of Preparation in Special Education:________________________________

Your Current Situation:

Type of Class ______________________
Chronological Age Range of Students ______________________
Mental Age Range of Students ______________________
Number of Students in your Class ______________________

WORKSHOP FOLLOW-UP(FORM A_3)

	Excellent	Very Good	Good	Fair	Poor
1. How successful have you been in implementing methods and ideas presented at the workshop?	☐	☐	☐	☐	☐

To what extent did the workshop experience:

	Very Much	Some	Very Little	None
2. Improve your skills in recognizing visual motor problems in children?	☐	☐	☐	☐
3. Improve your skills in remediating visual motor problems in children?	☐	☐	☐	☐
4. Increase your knowledge of techniques for remediating visual motor problems in children?	☐	☐	☐	☐
5. Increase your knowledge of existing materials designed to aid in the remediation of visual motor problems?	☐	☐	☐	☐

6. Would you recommend this workshop to a teacher in a capacity similar to yours? YES ☐ NO ☐

7. Please comment on the specific strengths and weaknesses of the workshop.

8. What areas or topics would you like to have presented in future workshops?

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 10.0 Developing / Support Systems

Competency 10.2 The curriculum consultant should be capable of designing classroom settings conducive to good teaching-learning conditions.

April 1974

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123145

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 10: Developing / Support Systems

MODULE ELEMENT SCOPE:

The purpose of this module is to assist you in becoming knowledgeable of support systems and how they might be employed to improve instruction for exceptional children. For purposes of this module, "support systems" refers to in-service training programs, good teaching-learning conditions, acquisition of needed instructional materials, and use of consultative services. The emphasis here will be on developing and using support systems. It is anticipated that this module will prepare you to assist others in making maximum use of the support systems available in their communities and/or school districts. The experiences provided through this module will also enhance your ability to acquire those support systems which are needed but may not be provided within the district you are working.

MODULE ELEMENT SPECIFICATIONS:

Competency 10.2 The curriculum consultant should be capable of designing classroom settings conducive to good teaching-learning conditions.

Competency Components:

10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

10.2.2 To assist the trainee in modifying existing physical conditions.

10.2.3 To assist the trainee in designing an "ideal" classroom setting.

10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Conference Record

Trainee's Name ______________________________

Phone ______________________________

Address ______________________________

Other Modules in Progress ______________________________

____

____

____

Date: __________ Reason: ______________________________

Conference Record (continued)

Date: ____________ Reason: ____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Refere
			10.2.1.1 The trainee will be able to list the specific considerations required for good classroom physical facilities.	
			10.2.1.2 The trainee will be able to ascertain the views of teachers on characteristics of good classroom facilities.	
			10.2.1.3 The trainee will be able to rank the physical characteristics.	
			10.2.1.4 The trainee will be able to identify the consequences relative to learning given specific features to poor classroom design.	
			10.2.2.1 The trainee will be able to analyze a classroom regarding physical conditions and determine those conditions which inhibit good classroom teaching.	
			10.2.2.2 The trainee will be able to provide teachers with suggestions on how to correct features identified in 10.2.2.1.	
			10.2.3.1 The trainee will be able to list those specific characteristics required for good classroom physical facilities.	
			10.2.3.2 The trainee will be able to design a plan for an "ideal" classroom.	
			10.2.3.3 The trainee will be able to prepare a budget covering the specifications of the ideal classroom.	
			10.2.3.4 The trainee will be able to justify the facilities requested in his "ideal" classroom.	
			10.2.4.1 The trainee will be able to rank the physical characteristics of the classroom in order of their importance for providing good classroom conditions.	
			10.2.4 2 The trainee will be able to justify to the administration the need for good classroom setting.	
			10.2.4.3 The trainee will be able to develop criteria for evaluating the conditions in their classroom.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross Ref
			Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.	

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

10.2.1.1.A
10.2.1.2.A
10.2.1.4.A
10.2.2.1.A
10.2.2.2.A
10.2.3.3.A
10.2.3.1.A
10.2.3.2.A
10.2.3.4.A
10.2.4.3.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objectives

10.2.1.1 The trainee will be able to list the specific considerations required for good classroom physical facilities.

10.2.1.2 The trainee will be able to ascertain the views of teachers on characteristics of good classroom facilities.

10.2.1.3 The trainee will be able to rank the physical characteristics.

10.2.1.4 The trainee will be able to identify the consequences relative to learning given specific features to poor classroom design.

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.1 The trainee will be able to list the specific considerations required for good classroom physical facilities.

Enabling Activities	*Resources*	*Comments*
10.2.1.1.A A curriculum consultant should be aware of the importance of good classroom conditions as a prerequisite to effective teaching-learning. A true evaluation of the classroom learning situation involves the study of the individual (student) within his environment (classroom) and the interaction which takes place between them. The purpose of this module is twofold: 1. to make the trainee aware of the importance of the interaction between the child and his classroom environment, and 2. to provide guidelines for designing classroom settings conducive to effective learning Read the article in Resource File 10.2.1.1.A and complete the following activities: 1. Read another source, on your own, concerning specific considerations necessary for good classroom facilities. 2. List the specific considerations required for good classroom physical facilities.	10.2.1.1.A Baumgartner, and Lynch, Administering Classes for the Retarded. 1967, pp. 76-83.	

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.1 The trainee will be able to list the specific considerations required for good classroom physical facilities.

Activity No.	*Evaluation Criteria*
10.2.1.1.A	The trainee was asked to read the source in Resource File 10.2.1.1.A. This source provided an overview regarding the importance of the school environment.

In the second assignment, the trainee was encouraged to read another source, on his own, regarding specific considerations necessary for good classroom facilities.

In the last assignment, the trainee was asked to list specific considerations necessary for good classroom physical facilities. The following should be helpful in evaluating this assignment:

1. Furniture (flexibility)
2. Boards (chalkboards and bulletin boards)
3. Sink (for arts and crafts)
4. Drinking fountain (less hall traffic)
5. Storage (to maintain a reserve of instructional materials and supplies for classroom use)
6. Closet (same as # 5)
   Space
7. Lavatory facilities (proximity to classroom)
8. Classroom location (proximity to such distracting environments as a noisy boiler room, gym, parking lot, etc.)
9. Ventilation (health purposes)
10. Built-in facilities (shelves, counterspace)
11. Classroom size (for mobility in instructional planning)
12. Classroom acoustics (attention-to-task)
13. Lighting (to reduce eye-strain and fatigue)

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.2 The trainee will be able to ascertain the views of teachers on characteristics of good classroom facilities.

Enabling Activities	*Resources*	*Comments*
10.2.1.2.A Curriculum consultants must be aware of obtaining "input" from classroom teachers regarding their views on what constitutes good classroom facilities. Their views are an important part of classroom planning and design. Read the article in Resource File 10.2.1.2.A and complete the following: 1. Read another article, on your own, regarding characteristics of good classroom facilities. 2. Interview a special education teacher (telephone or written correspondence.) Concerning what specific considerations are required for good classroom physical facilities in their teaching situation. Remember, the physical facilities for one group of exceptional children may not be adequate for another group.	10.2.1.2.A Voelker, P.H. Administration and Supervision of Special Education Programs. New York: John Day, pp. 686-689. Questionnaire regarding good classroom teaching-learning characteristics.	

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.2 The trainee will be able to ascertain the views of teachers on characteristics of good classroom facilities.

Activity No.	*Evaluation Criteria*
10.2.1.2.A	The trainee was asked to read the article in Resource File 10.2.1.2.A in order to become acquainted with the various types of physical facilities for exceptional children. In the next assignment, the trainee was asked to read another source, on his own, regarding characteristics of good classroom facilities. In the last assignment, the trainee was to interview a special education teacher by telephone or written correspondence concerning what specific considerations are required for good classroom facilities. In evaluating this activity, you must take into account the fact that the physical facilities will depend upon the following factors: 1. The type of exceptional child being serviced 2. The severity of the disability 3. The chronological age of the group 4. The size of the class 5. The SES of the community in which the school is located 6. The philosophy of the district towards exceptional children, and 7. Other factors

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.3 The trainee will be able to rank the physical characteristics.

Enabling Activities	*Resources*	*Comments*
10.2.1.3.A As a curriculum consultant, you may be asked to rank the physical characteristics of a classroom in order of their importance for providing effective classroom conditions. Select three different areas of specialization and rank the physical facilities listed in 10.2.1.1.C in descending order of importance for each specialized area you selected.		

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.3 The trainee will be able to rank the physical characteristics.

Activity No.

Evaluation Criteria

10.2.1.3.A

The trainee was asked to select three areas of specialization and rank the physical facilities listed in 10.2.1.1.C in descending order of importance. The following list should be helpful in evaluating this activity:

1. Furniture
2. Storage
3. Closets
4. Drinking fountain
5. Sink
6. Boards (chalkboards and bulletin boards)
7. Lavatory facilities
8. location
9. Ventilation
10. Built-in facilities (mirrors, shelves)
11. Classroom size
12. Counter space
13. Classroom acoustics
14. Heating
15. Lighting

The following areas of exceptionality may be selected in ranking the above physical facilities:

1. The educable mentally retarded
2. The trainable mentally retarded
3. Learning disabled children
4. Orhtopedically handicapped
5. Visually impaired
6. Acoustically impaired
7. Emotionally disturbed children

If the trainee selected the orthopedically handicapped, then, perhaps the following factors might be listed:

1. Steps vs. ramps
2. Location of lunchroom, gym and playground
3. Location of lavatory facilities
4. Classroom levels (two-story school building) elevators
5. Height of shelves and counters (wheel chairs for students)

If the trainee selected the acoustically handicapped, then, the following factors might be included:

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.3 The trainee will be able to list the specific considerations required for good classroom physical facilities.

Activity No.	*Evaluation Criteria*
10.2.1.3.A (continued)	1. Window glare would reduce the child's ability to lipread. 2. Back-to-back seating also reduces the child's ability to lipread. 3. Extraneous noises such as the "hums" from florescent lights tend to mask certain frequencies.

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.4 The trainee will be able to identify the consequences relative to learning given specific features to poor classroom design.

Enabling Activities	*Resources*	*Comments*
10.2.1.4.A Curriculum consultants may be asked to identify consequences relative to learning given a set of classroom facilities. The ability to identify (describe) problem areas and to prescribe solutions concerning such deficits (if any) are important skills to the curriculum consultant in Special Education. Using the classroom model in Resource File 10.2.1.4..A, complete the following: 1. Identify the positive features regarding the physical facilities for the Special Education group you've identified. 2. Identify the negative features regarding the physical facilities for the same group.	10.2.1.4.A 10.2.1.4.A Model.	

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.4 The trainee will be able to identify the consequences relative to learning given specific features to poor classroom design.

Activity No.	*Evaluation Criteria*
10.2.1.4.A	The trainee was asked to observe the attached model of a classroom and list the positive as well as negative features of the physical facilities for a Special Education population that they've identified. The following should be helpful in evaluating this assignment:

Positive

1. A large room is provided
2. Small population for the size of the room
3. An exit door as well as an entrance door is provided
4. Others

Negative

1. Only one outlet
2. No sink in the room
3. Distraction by being in close proximity to the playground, gym and boiler room
4. Blackboard instead of a green chalkboard
5. No bulletin board space
6. No thermostat in the room
7. The building faces the East (a considerable amount of sunlight in the morning)
8. A junior high class is located in the area consisting of primary grades
9. Lavatory facilities are not in close proximity
10. Limited amount of storage space
11. No counter space
12. Limited amount of shelves.

If the trainee selected the orthopedically handicapped then the following items should be included:

Positive

1. The playground and gym are in close proximity. However, at times this can be more distracting than helpful.
2. The room is large
3. An emergency door is provided in addition to the regular entrance from the hallway.
4. Others

Competency Component: 10.2.1 To assist the trainee in recognizing the need for good physical classroom conditions.

Behavioral Objective: 10.2.1.4 The trainee will be able to identify the consequences relative to learning given specific features to poor classroom design.

Activity No.	*Evaluation Criteria*
10.2.1.4.A (continued)	Negative 1. Ramps should be used to replace steps 2. Inconvenience of lavatory facilities not being in close proximity to the class 3. Only one blackboard (should be green) is located in one area of the classroom, thus limiting seating flexibility for children in wheel chairs. 4. Inconvenience of not having a sink in the classroom. The student in a wheelchar would have to fight the traffic going to and from the gym if he wished to use the hall sink during arts and crafts. 5. No counter space for use as work areas. 6. The fact that junior high orthopedically handicapped students are placed in the primary grade wing of the school would have a possible negative effect on the individual's self-concept. 7. One outlet cuts down on the amount of A/V equipment for study centers and independent study. 8. No special arrangements have been made concerning the height of the blackboard, clothes rack, shelves, and light switches to accomodate students in wheelchairs. 9. Lunchroom facilities are not in close proximity to the classroom.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

10.2.2 To assist the trainee in modifying existing physical conditions.

Behavioral Objectives:

10.2.2.1 The trainee will be able to analyze a classroom regarding physical conditions and determine those conditions which inhibit good classroom teaching.

10.2.2.2 The trainee will be able to provide teachers with suggestions on how to correct features identified in 10.2.2.1.

Competency Component: 10.2.2 To assist the trainee in modifying existing physical conditions.

Behavioral Objective: 10.2.2.1 The trainee will be able to analyze a classroom regarding physical conditions and determine those conditions which inhibit good classroom teaching.

Enabling Activities	***Resources***	***Comments***
10.2.2.1.A Poor physical conditions tend to inhibit pupil learning and good classroom teaching. As a curriculum consultant, you may be asked to evaluate a specific classroom regarding physical conditions and determine those conditions which inhibit good classroom teaching. Read the article in Resource File 10.2.2.1.A.	10.2.2.1.A Resource File Crosby, M. Supervision as Co-operative Action. New York: Appleton-Century Crofts, 1957, pp. 86-89. Classroom Model	
10.2.2.1.B Review the model in Resouce File 10.2.2.1.B and complete the following assignments: 1. Identify the positive features regarding the physical facilities and their relationship to good teaching 2. Identify the negative features regarding the physical faciities and their relationship to good teaching.	10.2.2.1.B Resource File	

Competency Component: 10.2.2 To assist the trainee in modifying existing physical conditions.

Behavioral Objective: 10.2.2.1 The trainee will be able to analyze a classroom regarding physical conditions and determine those conditions which inhibit good classroom teaching.

Activity No.	*Evaluation Criteria*

10.2.2.1.A

The trainee was asked to read the article in Resource File 10.2.2.1.A. This source provided an outline for good classroom arrangement and organization.

10.2.2.1.B

In the next assignment, the trainee was asked to review the model in Resource File 10.2.2.1.B and to identify the positive features regarding the physical facilities and their relationship to good teaching. The following should be helpful in evaluating this activity:

Positive Features

A. The physical location of the classroom model in 10.2.2.1.B is close to such necessary facilities as:
  1. The playground
  2. The gymnasium
  3. The lunchroom
  4. Lavatory facilities and drinking fountain
  5. Library facilities

B. Classroom furniture and equipment
  1. Ample chalkboard space
  2. Ample bulletin board space
  3. Movable desks and table
  4. Ample counterspace
  5. Large room

In the last assignment, the trainee was encouraged to review the model in Resource File 10.2.2.1.B and to identify the negative features regarding the physical facilities and their relationship to good teaching. The following list should be helpful in evaluating this activity:

Negative Features

A. Classroom physical facilities
  1. Poor ventilation--only 2 lower window halves out of 6 open
  2. No thermostat control in the classroom
  3. Room is heated by pipes (exposed) running across ceiling.

Competency Component: 10.2.2 To assist the trainee in modifying existing physical conditions.

Behavioral Objective: 10.2.2.1 The trainee will be able to analyze a classroom regarding physical conditions and determine those conditions which inhibit good classroom teaching.

Activity No.	*Evaluation Criteria*
10.2.2.1.B (continued)	4. Black chalkboards instead of green chalkboards 5. Only one outlet 6. Limited amount of storage facilities in the classroom. 7. The classroom windows face East and directly face the early morning sunrise - (no window shades or blinds) 8. Limited number of book cases 9. Back door exit/entrance has a large flight of steps. This would be difficult for OH children to negotiate.

Competency Component: 10.2.2 To assist the trainee in modifying existing physical conditions.

Behavioral Objective: 10.2.2.2 The trainee will be able to provide teachers with suggestions on how to correct features identified in 10.2.2.1.

Enabling Activities	Resources	Comments
10.2.2.2.A The ability to describe physical conditions which inhibit good classroom teaching is a necessary skill to be possessed by the curriculum consultant. In addition, he(she) must also be able to prescribe ways of ameliorating such deficits in the physical classroom setting. Read the source in Resource File 10.2.2.2.A. The trainee is encouraged to read another source on his own concerning ways to evaluate a classroom regarding physical conditions. Using the model in Resource File 10.2.2.2.B complete the following: 1. Refer to the list of negative features identified in 10.2.2.1.B and provide suggestions on how to correct features identified.	10.2.2.2.A Jameson, M.C. and Hicks, W.V *Elementary School Curriculum: From Theory to Practice*. New York: American Book Company, 1960, pp. 395-396. Classroom Model (10.2.2.1.A)	

Competency Component: 10.2.2 To assist the trainee in modifying existing physcal conditions.

Behavioral Objective: 10.2.2.2 The trainee will be able to provide teachers with suggestions on how to correct features identified in 10.2.2.1.

Activity No. | *Evaluation Criteria*

10.2.2.2.A

The trainee was asked to read the article in Resource File 10.2.2.2.A which provided an overview concerning curriculum theory and its physical classroom application.

In the next assignment the trainee was instructed to read a source on his own regarding ways to evaluate a classroom concerning physical conditions.

In the last assignment the trainee was asked to refer to the list of negative features identified in 10.2.2.1.C and to provide suggestions on how to correct feature identified.

The following list should be helpful in evaluating this assignment:

NEGATIVE FEATURE	SUGGESTIONS ON HOW TO CORRECT FEATURES IDENTIFIED
1. Limited number of outlets	1. Provide an electrical extension with a multiple female plug.
2. The windows face East and have no shades or blinds.	2. Have the childrens' seats face West (making sure that shadows and glare are reduced.)
3. Limited storage facilities	3. Large cardboard boxes could be painted as part of a class project and then used as areas for storage purposes
4. Limited number of bookcases	4. Large boards placed on cinder blocks or bricks might be assembled as part of a shop project and used as a bookshelf.

*Additional suggestions would be discussed depending on the negative features identified.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objectives

10.2.3.1. The trainee will be able to list those specific characteristics required for good classroom physical facilities.

10.2.3.2 The trainee will be able to design a plan for an"ideal" classroom.

10.2.3.3 The trainee will be able to prepare a budget covering the specifications of the ideal classroom.

10.2.3.4 The trainee will be able to justify the facilities requested in his "ideal" classroom.

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.1 The trainee will be able to list those specific characteristics required for good classroom physical facilities.

Enabling Activities	Resources	Comments
10.2.3.1.A Curriculum consultants should be aware of the fact that one of the most crucial problems in education is providing an effective physical classroom setting for exceptional children. Exceptional children can not be expected to learn adequately within a poor physical environment. Read the article in Resource File 10.2.3.1.A and one additional source on your own.	10.2.3.1.A/10.2.1.1.A Baumgartner, B. B. and Lynch, K.D. Administering Classes for the Retarded, New York: John Day, 1967, pp. 76-83.	
10.2.3.1.B Develop a list of specific characterisitcs required for good classroom physical facilities.		

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.1 The trainee will be able to list those specific characteristics required for good classroom physical facilities.

Activity No.	*Evaluation Criteria*
10.2.3.1.A	The trainee was asked to read the article in Resource File 10.2.3.1.A/10.2.1.1.A and one additional source one his own regarding characteristics required for good classroom physical facilities.
10.2.3.1.B	The trainee was asked to specify characteristics necessary for good classroom physical facilities. The following list should be helpful in evaluating this assignment: 1. physical location 2. classroom size 3. physical furniture and materials 4. ventilation 5. lighting 6. bulletin boards and chalkboards 7. sink and counterspace 8. storage facilities, closets and shelving 9. drinking fountain 10. lavatory facilities 11. acoustical treatment 12. electircal outlets

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.2 The trainee will be able to design a plan for an "ideal" classroom.

Enabling Activities	***Resources***	***Comments***
10.2.3.2.A There is an evergrowing concern on the part of curriculum consultants to design physical facilities which are planned to meet the learning needs of the exceptional child and the instructional needs of the special educator. As a curriculum consultant, you may be required to establish the facilities for an "ideal" classroom for a specific handicap. Read the two articles in Resource File 10.2.3.2.A and complete the following activities: a. Develop a plan which you would consider to be the model primary EMR classroom with a maximum of 9 children. You are to assume that the construction of the classroom has been completed. b. List those facilities which will be supplied or built-in (i.e., standard lighting)	10.2.3.2.A 1. Connor, F.P. The Education of Children with Chronic Medical Problems. 2. Allocating human and material resources. Review of Educational Research. 1967, 37, 458-463.	

Behavioral Objective Continued:

10.2.3.2.A (continued)

c. List extra facilities and equipment that you feel are necessary. It is not necessary for you to include materials such as textbooks, art supplies, etc.

d. Draw a sketch of how you would like the physical environment to look.

10.2.3.2.A

Example Only

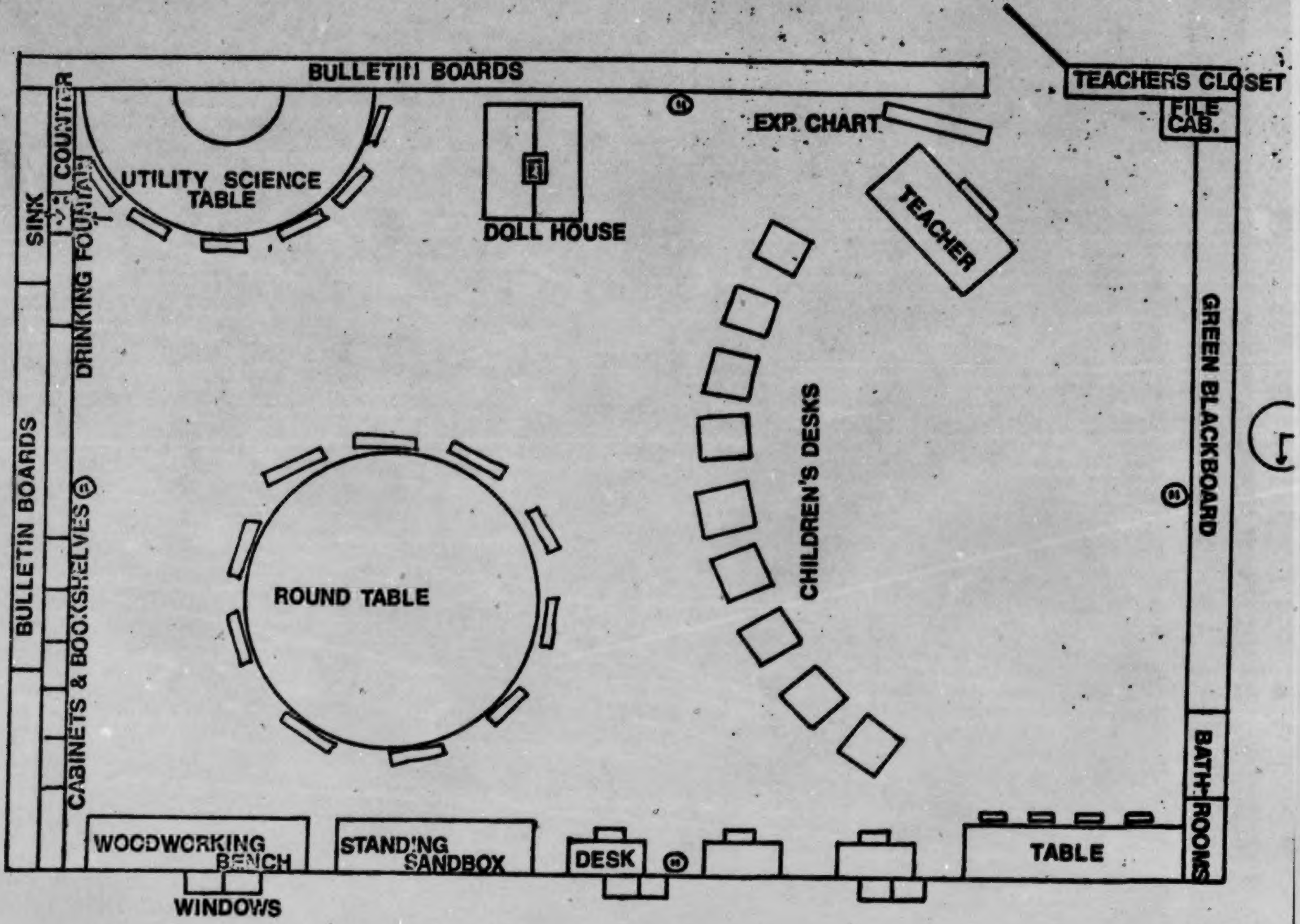
Facilities assumed to be either built in to the classroom or supplied for use in a primary EMR class of nine children.

1. Standard lighting
2. Controlled heating
3. Windows and "good" ventilation
4. Sink and counterspace
5. Ample cabinet, shelf and bookcase space
6. One drinking fountain
7. Bathroom facilities
8. One American flag
9. One teacher's desk and chair
10. One 5-drawer filing cabinet
11. Adequate playground equipment
12. One full-length mirror
13. One electric clock
14. "Good" acoustical treatment
15. Electrical outlets--atleast one in each wall
16. Extra child size chairs
17. Access to a duplicating machine
18. Access to movie projector
19. Access to film projector

Example Only

Equipment requested for an ideal primary EMR class of nine children:

1. One green chalkboard across one wall.
2. Two bulletin boards
    a. One across one wall
    b. One smaller sectioned one
3. Wall to wall carpeting
4. One rectangular table 18"x 24"x 25"
5. One round table 36"x 27"with adjustible legs
6. One utility science table with formica top; half round with adjustible legs
7. One wood working bench with clamp
8. One large standing sandbox
9. Twelve desks with attached chairs
10. One record player with headphones
11. One primary typewriter
12. One cassette tape recorder with headphones
13. One Language Master with headphones
14. One overhead projector
15. One film loop projector kit
16. One listening system for six
17. One junior previewer
18. Two porta-carrels
19. One adjustible experience story chart
20. One balance beam
21. One 2-sided easel
22. One large wooden dollhouse
23. One flannel board and peerless chart


BULLETIN BOARDS
TEACHERS CLOSET
FILE CAB.
EXP. CHART
TEACHER
DOLL HOUSE
UTILITY SCIENCE TABLE
COUNTER
SINK
DRINKING FOUNTAIN
BULLETIN BOARDS
CABINETS & BOOKSHELVES
ROUND TABLE
CHILDREN'S DESKS
GREEN BLACKBOARD
BATH-ROOMS
WOODWORKING BENCH
STANDING SANDBOX
DESK
TABLE
WINDOWS

Competency Component: 10.2.3. To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.2 The trainee will be able to design a plan for an ideal classroom.

Activity No.	*Evaluation Criteria*
10.2.3.2.A	The trainee may compare his plans with the attached example sheet. The needs for each situation will be different and therefore a "master list" is not feasible. The trainee should only use the attached Example Sheet as a guide and not feel that he or she must follow it in an exact manner. Upon completion of this activity, the trainee should be given an opportunity to discuss his plans with the instructor.

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.3 The trainee will be able to prepare a budget covering the specifications of the ideal classroom.

Enabling Activities	*Resources*	*Comments*
10.2.3.3.A As a curriculum consultant you may be asked to prepare a budget covering the specifications of the ideal classroom. Using the approved classroom design in Resource File 10.2.3.2.A. You are to complete the following assignment: 1. Construct an estimated budget for the equipment you requested. Each item listed should have an approximate price. (You do not have to include postage or shipping charges).	10.2.3.3.A School supply catalogues in the IMC	

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.3 The trainee will be able to prepare a budget covering the specifications of the ideal classroom.

Activity No.

10.2.3.3.A

Evaluation Criteria

The trainee was asked to design a budget for the equipment requested in Resource File 10.2.3.2.A. The following examplary budget should be helpful in evaluating this assignment.

EXAMPLE ONLY

Estimated Budget plan for specifications for
a Primary EMR class of 9 pupils

Audio-Visual equipment

record player /w headphones	$ 90.00
primary typewriter	137.00
cassette tape recorder 2/headphones	165.00
language master 2/headphones	278.00
overhead projector	190.00
film loop projector kit	250.00
listening systems for 6	65.00
junior previewed	20.00
	$1195.00

Room facilities

green chalkboard across 1 wall	95.00
2 bulletin board - 1 across wall	66.00
1 divided & smaller	20.00
wall to wall carpeting	150.00
	$ 331.00

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.3 The trainee will be able to prepare a budget covering the specifications of the ideal classroom.

Activity No.

10.2.3.3.A (continued)

Evaluation Criteria

Furniture

1 reg. table 18"x 24"x 25"		$ 31.00
1 round table 36"x 27"		45.00
1 utility science table		91.00
1 woodworking bench 2/clamps		60.00
12 desks w/attached chairs	(45.00 ea.)	240.00
2 porta carrels	(24.00 ea.)	49.00
1 large wooden dollhouse		40.00
		$556.00

Miscellaneous

1 adj. experience story chart	$ 10.50
1 balance beam	23.00
1 easel	15.00
1 large standing sandbox	60.00
1 flannel board and peerless chart	10.00
	$118.50

A/V	$1195.00
R.F.	331.00
Furn.	556.00
Misc.	118.50
Total	$2200.50

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.4 The trainee will be able to justify the facilities requested in his "ideal" classroom.

Enabling Activities	*Resources*	*Comments*
10.2.3.4.A. The problem of providing an ideal learning environment for exceptional children is one that concerns all administrators, teachers and parents. There are a myriad of materials and equipment for classroom use. Selecting the materials and equipment you need is not necessarily a difficult chore. However, problems generally arise in the area of finances. Therefore, it is of prime importance that the curriculum consultant be able to justify the use of special facilities and equipment. Using the budget for facilities and equipment in Resource File 10.2.3.2.A you are to complete the following assignment: 1. The trainee should be able to justify each budgetary item listed.	10.2.3.4.A OPTIONAL Audiovisual Instruction. A selected bibliography. February, 1971. CEC A-29 in IMC. Meyen, E. The Use of Overhead Projectors in Classrooms for the Mentally Retarded. The University of Iowa, 1969.	

10.2.3.4.A (continued)

2. The resources listed are not required readings, but may aid you in citing research findings in Special Education.

Competency Component: 10.2.3 To assist the trainee in designing an "ideal" classroom setting.

Behavioral Objective: 10.2.3.4 The trainee will be able to justify the facilities requested in his "ideal"classroom.

Activity No.	*Evaluation Criteria*
10.2.3.4.A	Outline to justify the facilities and equipment requested for self-designed classroom.

1. A/V equipment
   a. Language master
      1. child can study at his own rate
      2. teacher assistance is not essential
      3. provides the child with oral repetition
      4. easy to operate
      5. "Lang. Master is the oral textbook that provides a means for daily follow-up work after a therapy session"[1]
      6. "In no area of Special Education is the meaningfulness of language more important than to the mentally retarded."

   b. Overhead projector
      1. "The mentally retarded student typically experiences difficulty handling the processes of communication. Visual presentations can reduce many of these communication problems.
      2. "...A typical overhead projector can be purchased in the price range of $150.00 to $200.00. Such a projector will last for many years with little maintenance cost. Plastic sheets used to make transparencies cost about 25¢ each. Transparencies generally have a useful life of a number of years. If a transparency if used with a class of 15 students once each year for a period of 4 years, the cost per student is less than half of one cent."[3]

Continue along these lines
with all requested items.

[1] The World of Language Master in Special Education. Bell& Howell p. 1.

[2] Ibid. p. 15.

[3] The Use of Overhead Projection in Classrooms for the Mentally Retarded. Meyen, E. University of Iowa, 1969. p. 5 and 6.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objectives

10.2.4.1 The trainee will be able to rank the physical characteristics of the classroom in order of their importance for providing good classroom conditions.

10.2.4.2 The trainee will be able to justify to the administration the need for good classroom setting.

10.2.4.3 The trainee will be able to develop criteria for evaluating the conditions in their classroom.

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objective: 10.2.4.1 The trainee will be able to rank the physical characteristics of the classroom in order of their importance for providing good classroom conditions.

Enabling Activities	*Resources*	*Comments*
10.2.4.1.A In equipping Special Education classes, one must be able to develop some kind of priority list. Naturally, one must consider the specific handicap in order to rank the needs of the children. Consider the following list of facilities: 1. Location in relation to surrounding facilities (i.e., bathrooms, lunchrooms, etc.). 2. Lighting 3. Cabinets 4. Furniture 5. Acoustical treatment 6. Counter space 7. Drinking fountain 8. Type of facility--regular school building VS Special Education building 9. Area size of room Determine the two facilities of prime importance for each of the following handicaps:		

Behavioral Objective Continued:

10.2.4.1.A (continued)

A. Mentally retarded
B. Hard of Hearing / Deaf
C. Partially Sighted
D. Orthopedically Handicapped

Discuss the reasons for your rank order.

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objective: 10.2.4.1 The trainee will be able to rank the physical characteristics of the classroom in order of their importance for providing good classroom conditions.

Activity No.

Evaluation Criteria

10.2.4.1.A

The trainees were asked to rank a list of physical facilities for four specific areas of exceptionality. The following should be helpful in evaluating this arrangement:

1. Mentally retarded
   - #9 - Location regarding regular school building VS Special Education building
   - #8 - Area size of classroom
2. Hard of Hearing / Deaf
   - #5 - Acoustical treatment
   - #2 - Lighting
3. Partially sighted
   - #2 - Lighting
   - #1 - Location in relation to surrounding facilities
   - #4 - Furniture
4. Orthopedically handicapped
   - #3 - Furniture
   - #1 - Location in relation to surrounding facilities

Reasoning

1. Mentally Retarded

The special class in a regular school is more desirable than an isolated Special Education building.(mildly retarded) Such a program makes mainstreaming more feasible.

Mentally Retarded children tend to require a larger classroom within which they can explore their environment.

2. Hard of Hearing

In order to make the best use of the child's residual hearing, the class must be acoustically designed with special care.

Hard of hearing children use their eyes as their primary learning modality. It is therefore necessary for the lighting to be such that the visual channel is used to its maximum efficiency.

3. Partially sighted

In order to make best use of residual sight, extra care must be taken in designing the lighting.

All efforts should be taken to provide an environment in which the handicapped child is the most mobile.

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objective: 10.2.4.1 The trainee will be able to rank the physical characteristics of the classroom in order of their importance for providing good classroom conditions.

Activity No.	*Evaluation Criteria*
10.2.4.1.A (continued)	4. Orthopedically Handicapped Classroom furniture needs to be specifically designed to fit specific needs of each child. The classroom needs to be in close proximity to necessary facilities (lavatory, lunchroom).

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objective: 10.2.4.2 The trainee will be able to justify to the administration the need for good classroom setting.

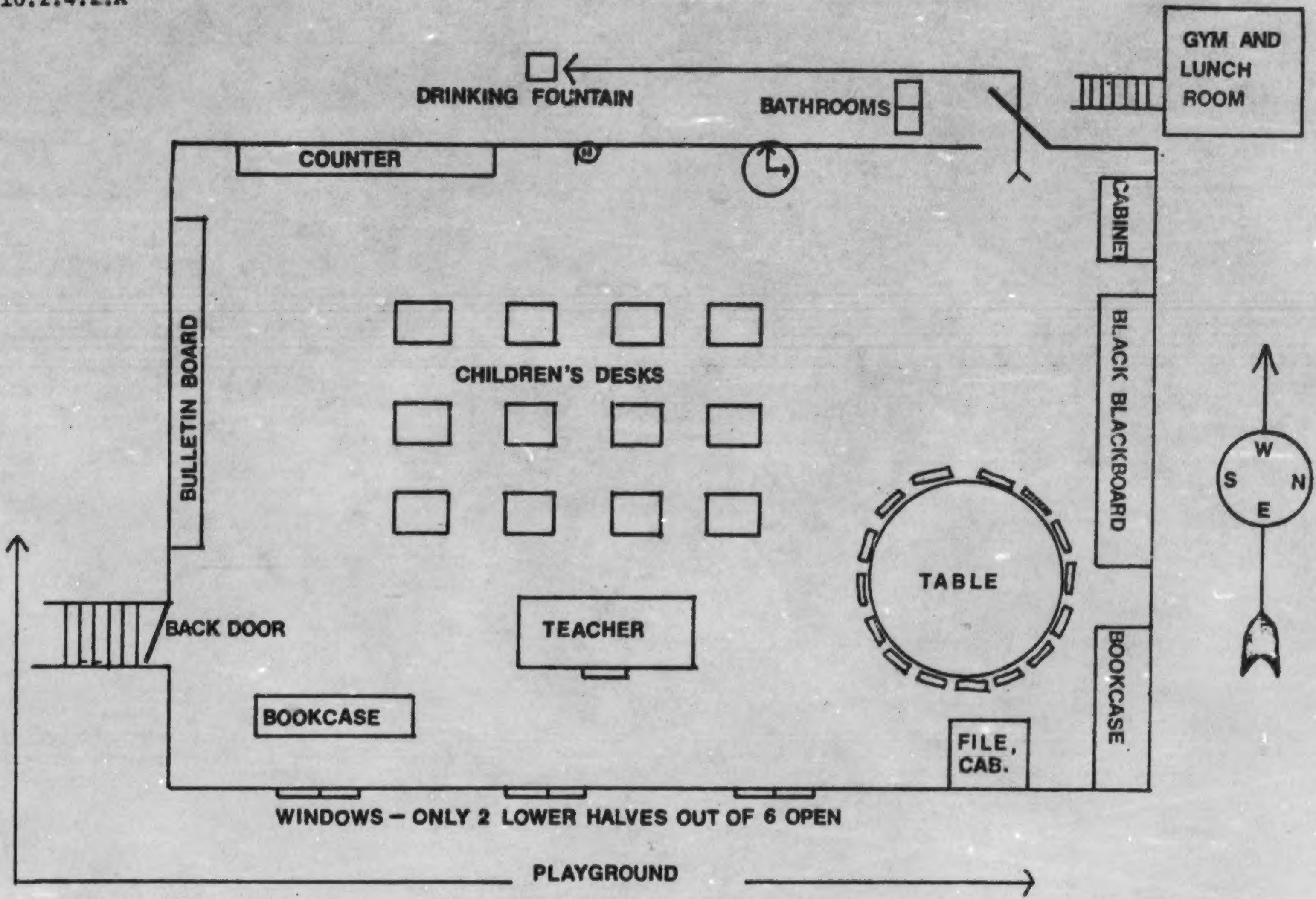
Enabling Activities	*Resources*	*Comments*
10.2.4.2.A One of the most important procedures for acquiring good physical conditions in a classroom, is being able to adequately justify to the administration, the need for the required facilities. Write a presentation considering the following hypothetical situation: 1. Use the classroom design patter in Resource File #10.2.4.1. 2. Assume that this is a classroom for nine hard of hearing children. 3. Determine what this classroom requires in order to be physically adequate for hard of hearing children. 4. Write a presentation to be delivered to the Board of Education. 5. Deliver your speech on video tape		Check with your advisor regardin procedures for using video tape equipment. A budget need not be included.

Behavioral Objective   *Continued:*

10.2.4.2.A (continued)

6. Your final video tape presentation will be observed by your advisor.

10.2.4.2.A


GYM AND LUNCH ROOM
DRINKING FOUNTAIN
BATHROOMS
COUNTER
CABINET
BULLETIN BOARD
CHILDREN'S DESKS
BLACK BLACKBOARD
W
S
N
E
TABLE
BACK DOOR
TEACHER
BOOKCASE
BOOKCASE
FILE, CAB.
WINDOWS – ONLY 2 LOWER HALVES OUT OF 6 OPEN
PLAYGROUND

LIGHTING IS OVERHEAD FLOURESCENT BULBS
ROOM IS LOCATED ON BASEMENT LEVEL OF A 3 STORY BUILDING
WALLS ARE CONCRETE WITH WOOD PANELING ON TOP
ROOM IS HEATED BY PIPES RUNNING ACROSS CEILING NO THERMOSTAT
FLOOR IS CARPETED

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objective: 10.2.4.2 The trainee will be able to justify to the administration the need for good classroom setting.

Activity No. | *Evaluation Criteria*

10.2.4.2.A

1. The trainee will be able to justify to the administration the need for a good classroom setting by meeting the following requirements:

    a. Presentation must meet the needs of adequate public speaking as cited in Behavioral Ojbective Evaluation Criteria____________.

    b. The trainee must include four out of the following facilities needed and present adequate justification for the needs:

        1. Better acoustics
        With two floors of classes on top, concrete walls, and a surrounding playground, the children can not possibly make the best use of their residual hearing. Walls should be treated with a noise absorbing covering.

        2. Better ventilation
        This limits the activity of the children and makes for an uncomfortable learning situation. Windows need to be fixed or replaced so that they open correctly.

        Heating needs to either be replaced or have a thermostat to control temperature.

        3. Better lighting
        Florescent bulbs hum at certain low frequencies and thus mask out some of the children's available hearing. Lights need to be changed to a different type and need to be more direct.

        4. Blackboard needs to be painted green because studies have shown green boards are easier on eyes. Hard of hearing children use sight as their chief learning device so all efforts must be taken to protect their eyes.

Competency Component:	10.2.4	To assist the trainee in communicating the need for good classroom facilities to the administration.
Behavioral Objective:	10.2.4.2	The trainee will be able to justify to the administration the need for good classroom setting.

Activity No.	*Evaluation Criteria*
10.2.4.2.A (continued)	5. More electrical outlets Teacher and children can not make full use of amplification equipment with only one electrical outlet. 6. Another bulletin board needed The teacher cannot make full use of her resources for stimulation and motivation with only one bulletin board. Since walls are wood panelled she cannot make use of these as a substitute.

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objective: 10.2.4.3 The trainee will be able to develop a criteria for evaluating the conditions in their classrooms.

Enabling Activities	***Resources***	***Comments***
10.2.4.3.A For your last activity in this component you should be able to develop a criteria for evaluating the conditions of a classroom. Develop a series of questions designed to evaluate the conditions in a classroom for exceptional children. Keep in mind that this is a form to aid you as a curriculum consultant.	10.2.4.3.A Suggestions for Equipping Rooms for Exceptional Children. Texas Education Agency, Austin, Texas.	

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the administration.

Behavioral Objective: 10.2.4.2 The trainee will be able to develop criteria for evaluating the conditions in their classrooms.

Activity No.	*Evaluation Criteria*
10.2.4.3.A	The trainee will be able to develop a criteria for evaluating the conditions in classrooms by including similar questions such as the example given below.

Example Only

Does the Classroom Meet the Needs of the
Children and Teacher?

District ______________________________

Building ______________________________

Area of specialization ______________________________

Number of children ______________________________

Teacher's name ______________________________

1. Are the children isolated from "normal" children?

   ____________ If yes, to what extent. ____________

   ____

2. Is there adequate ventilation? ____________

   If no, explain ______________________________

   ____

3. Is the lighting adequate considering the handicap?

   If no, explain ______________________________

Competency Component: 10.2.4 To assist the trainee in communicating the need for good classroom facilities to the adminstration.

Behavioral Objective: 10.2.4.2 The trainee will be able to develop a criteria for evaluating the conditions in their classrooms.

Activity No.

10.2.4.3.A (continued)

Evaluation Criteria

4. Are the acoustics adequate considering the handicap?

   If no, explain ______________________________

   ____

5. Is the room large enough? ____________________

6. Is the equipment well chosen to meet the needs of teacher and children? ____________________

   If no, why ___________________________________

   ____

7. Are the chalkboards and bulletin boards adequate?

   ____

8. Is the room adequately located to surrounding facilities such as bathrooms, lunchroom, gym, etc? __________

   If no, explain ______________________________

9. Are additional resources and equipment available to the teacher for use? ____________________

10. Does the room adequately meet the specific needs of the children and teacher? ____________________

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Developing / Support Systems

Competency 10.3 A curriculum consultant should be capable of developing procedures which facilitate the acquisition of needed instructional materials.

April 1974

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC 023145

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 10: Developing / Support Systems

MODULE ELEMENT SCOPE:

The purpose of this module is to assist you in becoming knowledgeable of support systems and how they might be employed to improve instruction for exceptional children. For purposes of this module, "support systems" refers to in-service training programs, good teaching-learning conditions, acquisition of needed instructional materials, and use of consultative services. The emphasis here will be on developing and using support systems. It is anticipated that this module will prepare you to assist others in making maximum use of the support systems available in their communities and/or school districts. The experiences provided through this module will also enhance your ability to acquire those support systems which are needed but may not be provided within the district you are working.

MODULE ELEMENT SPECIFICATIONS:

Competency 10.3 A curriculum consultant should be capable of developing procedures which facilitate the acquisition of needed instructional materials.

Competency Components:

10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

10.3.2 To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Conference Record

Trainee's Name ______________________________

Phone ______________________________

Address ______________________________

Other Modules in Progress ______________________________

Date: __________ Reason: ______________________________

Conference Record (continued)

Date: ____________ Reason: ________________________________

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Refere
			10.3.1.1 The trainee will be able to analyze a program to determine what additional instructional materials are needed.	
			10.3.1.2 The trainee will be able to establish a priority ranking of the instructional materials identified as needed.	
			10.3.1.3 The trainee will be able to develop a set of procedures for teachers to use in assessing their need for instructional materials.	
			10.3.2.1 The trainee will be able to provide a teacher with a list of resources available for acquiring needed instructional materials.	
			10.3.2.2 The trainee will be able to assist teachers in preparing requisitions for instructional materials which will enhance their likelihood of acquisition.	
			10.3.3.1 The trainee will be able to develop a budget for the acquisition of specified instructional materials.	
			10.3.3.2 The trainee will be able to justify to the administration the need for requested instructional materials.	

Upon successfully demonstrating competency in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

10.3.1.1.A
10.3.1.2.A
10.3.1.3.A
10.3.2.1.A
10.3.2.2.A
10.3.3.1.A
10.3.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objectives

10.3.1.1 The trainee will be able to analyze a program to determine what additional instructional materials are needed.

10.3.1.2 The trainee will be able to establish a priority ranking of the instructional materials identified as needed.

10.3.1.3 The trainee will be able to develop a set of procedures for teachers to use in assessing their need for instructional materials.

Competency Component: 10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objective: 10.3.1.1 The trainee will be able to analyze a program to determine what additional instructional materials are needed.

Enabling Activities	*Resources*	*Comments*
10.3.1.1.A	10.3.1.1.A	
Determining what specific instructional materials are needed in a classroom is a very important task. As a curriculum consultant, you may be asked to analyze a program and to determine what additional materials are needed.	Ensminger, E.E. A proposed model for selecting, modifying, or developing instructional materials for handicapped children. Focus on Exceptional Children. 1970, 90, 1-9. McIntyre, R.B and Engel, R.C. Some neglected criteria in the selection of material for mentally retarded pupils. Teaching Exceptional Children, 1969, 1, 13-18,	
Read the sources in Resource File 10.3.1.1.A. Utilizing the three hypothetical classroom situations in Resource File 10.3.1.1.A, complete the following:		
10.3.1.1.B		
1. Analyze each of the three classrooms and list what additional materials are needed. (The type of class has been indicated as well as information concerning each child's specific problem. The basic instructional materials the teacher has on hand are also included).		

Competency Component: 10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objective: 10.3.1.1 The trainee will be able to analyze a program to determine what additional instructional materials are needed.

Activity No. *Evaluation Criteria*

10.3.1.1.A The trainee was asked to read two sources in Resource File 10.3.1.1.A These sources provided an overview concerning the selection and utilization of instructional materials.

10.3.1.1.B The trainee should be able to analyze three programs in order to determine what additional instructional materials are needed. The following should be helpful in evaluating this assignment:

Case I

Mrs. J. could use additional materials for her students who have visual motor problems. Some suggestions may include:

a. Frostig Program
b. Remediation of Learning Disabilities (Fearon Publishers)
c. Development of Better Self-Awareness Kit #102
d. Kelp Program
e. Balance Beam

In addition to the above materials, Mrs. J. should become familiar with such sources as the IMC and PMR in her area for the purpose of locating specific instructional materials.

Mrs. J. might also consider the following items if her budget permits:

a. Distar Language Development Kit
b. DLM Design Blocks
c. Others

Case II

Tim needs additional remediation due to his visual perception difficulties. Some suggested materials include:

a. Try Task I
b. Association Cards
c. Michigan Language Program Work Text.
d. Continental Press Worksheets

Competency Component: 10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objective: 10.3.1.1 The trainee will be able to analyze a program to determine what additional instructional materials are needed.

Activity No.

10.3.1.1.B (continued)

Evaluation Criteria

Mr. R. could use the following materials with Kathy:

a. Word Attack and Comprehension - Ann Arbor
b. Word Time - Stck - Vaughn
c. Sound and Structure of Words - Merrill
d. Three in I Workbook - Grade 3 - Merrill
e. Uncle Funny Bunny - Merrill
f. Seals, Sea Gulls and Other Sounds - Systems for Education

In addition, Mr. R. could use the following instructional materials:

a. A Language Development Kit.
b. More Auditory Materials such as Sound Order Sense, Tape Recorder, Language Masters, etc.

Case III

Mrs. P. may find it helpful to use a different reading series for Bobby. The following companies publish books with larger bolder type:
a. Stanwic House Publishers
b. Charles Schribner's Sons
c. American Printing House for the Blind

It may also help if Mrs P. would use Alpha Chalk (5/8" diameter) with the chalkboard, or Freart (1" diameter) white chalk. Perhaps special paper, pencils, crayons, a tut-top desk designed for the partially sighted could be employed with Bobby.

Mrs. P. could use any of the following materials for these children with articulation problems:*
a. Distar Language
b. Seals, Sea Gulls and Other Sounds
c. Peabody Language Development Kits

*A speech therapist should also be consulted.

Mrs. P. could also make use of the local Instructional Materials Center and Prescriptive Materials Retrieval System.

Competency Component: 10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objective: 10.3.1.2 The trainee will be able to establish a priority ranking of the instructional materials identified as needed.

Enabling Activities	*Resources*	*Comments*
10.3.1.2.A Employing the most effective learning resources and materials is a real challenge. The basic concern is: which learning materials will best enable the learner to attain the prescribed behavioral objectives? Read the source in Resource File 10.3.1.2.A.	10.3.1.2.A Armstrong, J. R. A module for materials development and evaluation. Exceptional Children. 1971, 38, pp. 327-334.	
10.3.1.2.B Utilizing the 3 simulation classes from behavioral objective 10.3.1.1., develop a priority ranking of the materials identified; keeping in mind the following: 1. Mrs. J. (Class I) has a $30. budget for the project. Her basic objective is to assist these children with visual motor difficulties in improving their fine motor skills. 2. Mr. R. (Class III) has a $100. budget for the project. Mr. R's objective for Tim is to improve his writing skills. Mr. R's basic objective for Kathy is to improve her	10.3.1.2.B/ 10.3.1.1.1 Three simulation classes.	

Behavioral Objective *Continued:*

10.3.1.2.B (continued)

reading comprehension skills.

3. Mrs. P. does not have a restricted budget. Her objective for two specific children in her class are to improve their oral reading skills.

Mrs. P. would like to assist Bobby in making the best use of his residual vision.

Competency Component: 10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objective: 10.3.1.2 The trainee will be able to establish a priority ranking of the instructional materials identified as needed.

Activity No.	*Evaluation Criteria*
10.3.1.2.A	The trainee was encouraged to read the source in Resource File 10.3.1.2.
10.3.1.2.B	Utilizing the 3 simulation classes from behavioral objective 10.3.1.1., the trainee was asked to develop a priority ranking of the materials identified keeping in mind the following: 1. Mrs. J. (Class I) has a $30.00 budget for the project. Her basic objective is to assist those children with visual-motor difficulities in improving their fine motor skills. 2. Mr. R. (Class III) has a $100.00 budget for the project. Mr. R's objective for Tim is to improve his writing skills. Mr. R's basic objective for Kathy is to improve her reading comprehension skills. 3. Mrs. P does not have a restricted budget. Her objective for two specific children in her class are to improve their oral reading skills. Mrs. P would like to assist Bobby in making the best use of his residual vision. The trainee's ranking should be based on the following recommendations: 1. Appropriateness of materials 2. Authenticity of materials 3. Motivational quality 4. Technical quality of the material 5. Appropriate cost of the material 6. The organization of the material

Competency Component: 10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objective: 10.3.1.3 The trainee will be able to develop a set of procedures for teachers to use in assessing their need for instructional materials.

Enabling Activities	***Resources***	***Comments***
10.3.1.3.A The quality and quantity of instructional materials are constantly changing everyday. It is virtually impossible for a classroom teacher to be aware of all the instructional aides available for each objective that she wishes to accomplish. As a curriculum consultant, you may be asked to assist teachers in assessing their need for instructional materials. Read the sources in Resource File 10.3.1.3.A Utilyzing two sources from the references in the above articles, develop a set of procedures for teachers to employ in assessing their need for instructional materials.	10.3.1.3.A/10.3.1.1.A Ensiminger, E.E. A proposed model for selecting, modifying, or developing instructional materials for handicapped children. Focus on Exceptional Children, 1969, 1, 38-42. Hofmeister, A. M. Selecting and Modifying Programmed Materials. Teaching Exceptional Children, 1969, 1, 38-42. OPTIONAL: Weinthales, J. The Systematic selection of modifying programmed materials based on an inventory of learning abilities and skills. Exceptional Children, 1970, 615-619.	Optional Reading: ABT.C.C. An evaluation model: How to Compare Curriculum Materials. Nation's Schools, 1970, 86, 21-28.

Competency Component: 10.3.1 To assist the trainee in helping teachers determine their need for instructional materials.

Behavioral Objective: 10.3.1.3 The trainee will be able to develop a set of procedures for teachers to use in assessing their need for instructional materials.

Activity No. | *Evaluation Criteria*

10.3.1.3.A

The trainee was asked to read the sources in Resource File 10.3.1.3.A.

In the next assignment, the trainee was to select two sources from the references in the above articles, and encouraged to develop a set of procedures for teachers to employ in discerning their need for instructional materials.

No exact set of procedures are provided for the trainee to compare, however, the trainee should have included the following in assessing the need for instructional materials:

I. Diagnosis
  a. Determine whether an educational problem exists.
  b. Measure parent functioning (adherant to detecting specific ability(ies) or level(s) of difficulty.
  c. Determine difficulties within the specific area(s) in which the child has shown relative weakness.
  d. Analyze how the child solves problems.
  e. Formulate a diagnostic hypothesis--hand in data collected.

II. Formation of Precise Behavioral Objectives

III. Material Assessment
  a. Considerations
    1. Placement tests
    2. Vocabulary level
    3. Length of program
    4. Flexibility of program
    5. Supporting material
    6. Modification of material
    7. Cost factor
    8. Aesthetic quality
    9. Feedback
    10. Teacher's guide or manual

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

10.3.2 To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

Behavioral Objectives:

10.3.2.1 The trainee will be able to provide a teacher with a list of resources available for acquiring needed instructional materials.

10.3.2.2 The trainee will be able to assist teachers in preparing requisitions for instructional materials which will enhance their likelihood of acquisition.

Competency Component: 10.3.2 To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

Behavioral Objective: 10.3.2.1 The trainee will be able to provide a teacher with a list of resources available for acquiring needed instructional materials.

Enabling Activities	*Resources*	*Comments*
10.3.2.1 A	10.3.2.1.A	
As a curriculum consultant, you should be able to suggest needed materials and be able to provide the teacher with a list of sources available for acquiring needed materials.	Educational Resources Information Center Local Instructional Materials Center (IMC)	
Consider the following problem:	Regional IMC	
Mrs Q. teaches 12 primary EMR children. She states that she needs instructional materials for assisting her students in developing printing skills. Mrs Q. has used a particular workbook series on writing but feels that this particular series was not appropriate for her students.	School District IMC Prescriptive Materials Retrieval Systems	
Develop a list of sources available to Mrs Q. for acquiring the needed materials. Be sure to include the following: 1. Suggested materials, (at least 5) including publishers, and a brief description of the format. 2. Addresses of publishers 3. Cost of materials 4. Other alternatives to locating sources. Consider the		

10.3.2.1.A (continued)

following sources:

a. SEIMC - Special Education Instructional Materials Center
b. Local IMC
c. School District IMC
d. Educational Resources Information Center (ERIC)
e. Prescriptive Materials Retrieval Systems (PMRS)

10.3.2.1.B

Contact a Special Education Teacher. Meet with her and discuss materials she feels are necessary to her program. Provide the teacher with a list containing the same four specifications listed in 10.3.2.1.A. Meet with her again and discuss the materials you suggested.

10.3.2.1.C (OPTIONAL)

At a later time period, contact the teacher to see if she implemented any of your recommendations.

Write a one-page report concerning the teacher's evaluation of the materials ordered. Submit this report to your instructor.

Competency Component: 10.3.2 To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

Behavioral Objective: 10.3.2.1 The trainee will be able to provide a teacher with a list of resources available for acquiring needed instructional materials.

Activity No. | *Evaluation Criteria*

10.3.2.1.A

The trainee will be able to provide the teacher with a list of sources available for acquiring needed materials. The trainee's list should include five sources with the following format:

1. I'm Learning to Write
   - A. A simple phonema word, "Play Way" Method, workbook format
   - B. Price 85¢ per unit cost
   - C. Mafex Association
     Box 519
     Johnston, Pennsylvania 15907
2. Better Handwriting for Your
   - A. Book I, Book II, workbook format
   - B. Workbook is 88¢ per unit cost Teacher's Edition, $2.00 per unit cost
   - C. Noble and Noble
     750 3rd Ave.
     New York, New York 10017
3. Palmer Method Readiness
   - A. Manuscript I, workbook format
   - B. 69¢ per unit cost (workbook)
     Teacher's Edition $2.00 per unit cost
   - C. A.N. Palmer Co.
     1720 W. Irving Park Road
     Schaumburg, Illinois 60172
4. You Can Write
   - A. Book I, workbook format
   - B. 85¢ per unit cost
   - C. Allyn and Bacon Inc.
     470 Atlantic Ave.
     Boston, Mass. 02210
5. Now We Write
   - A. Book I, workbook format
   - B. 51¢ per unit cost
   - C. Economy Company
     P.O. Box 25308
     1901 N. Walnut, Oklahoma City, Oklahoma, 73100

Competency Component: 10.3.2 To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

Behavioral Objective: 10.3.2.1 The trainee will be able to provide a teacher with a list of resources available for acquiring needed instructional materials.

Activity No.	*Evaluation Criteria*
10.3.2.1.A (continued)	The trainee should include four of the following additional resources for locating materials: 1. ERIC 2. PMRS 3. Local IMC 4. Regional IMC 5. Learning Directories
10.3.2.1.B	The trainee's list of sources and resources should be satisfactorily acceptable to the classroom teacher.
10.3.2.1.C	The trainee was to write a one-page report concerning the teacher's evaluation of the materials ordered.

Competency Component: 10.3.2 To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

Behavioral Objective: 10.3.2.2 The trainee will be able to assist teachers in preparing requisitions for instructional materials which will enhance their likelihood of acquisition.

Enabling Activities	*Resources*	*Comments*
10.3.2.2.A Mrs. Q. of Middletown Elementary School has taken several days to evaluate your suggested materials and sources. She has talked with Mr. B., director of Special Education, and has permission to draw from Title I funds. Mrs. Q. has decided to purchase the Zaner Bloser Series I Can Do Manuscript Writing-Book I. She would like to purchase 13 student copies and one teacher's edition. Mrs. Q. would like these materials available within 10 days. Resource File 10.3.2.2.A has four different types of requisition forms for teachers to use in ordering materials. Assume the role of Mrs. Q. and fill out one copy of each requisition according to her specifications.	10.3.2.2.A Requisition forms.	

Competency Component: 10.3.2 To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

Behavioral Objective: 10.3.2.2 The trainee will be able to assist teachers in preparing requisitions for instructional materials which will enhance their likelihood of acquisition.

Activity No.	*Evaluation Criteria*
10.3.2.2.A	The trainee was asked to fill out a materials requisition form in which they were asked to purchase the Zaner Bloser Series I Can Do Manuscript Writing Book I. The attached forms should be helpful in evaluating this assignment.

I.M. #10.3,
Page 24

requisition on purchasing department

Columbia, Missouri
(Mail to: Purchasing Department)

PURCHASE ORDER NO. (P.D. use)

DATE OF REQUEST: Today's date

DATE REQUIRED: 10 days later

DELIVER TO: (Bldg., Room No., name of receiver)
Middle-town Elementary
Mrs. Q

PURCHASE ORDERED FROM (P.D. Use)

DEPT. CHARGED: Special Education

FUND CHARGED: Title I

FUND CODE: determined by Mr. B.

SIG. DEPT. CHAIRMAN OR AUTH. REP.: Mr. B.

QUAN.	DESCRIPTION OF ITEMS	EST. COST		ACTUAL COST (Pur. Dept. Use)
13	I Can Do Manuscript Writing Book I 80¢ ea.	$10	40	
1	Teacher's Edition of I Can Do Manuscript Writing Book I.	$1	00	

SOURCES OF SUPPLY

Zaner-Bloser
612 North Park Street
Columbus, Ohio
43215

FOR PURCHASING DEPT. USE ONLY

BID NO.

QUOTE DATED

DELIVERY DATE

F.O.B.

TERMS

APPROVED

PURCHASE ORDER

BOARD OF EDUCATION
COLUMBIA, MISSOURI

Ou der number must
I.M. #10.3, Page 25
appear on all correspondence.
shipments and invoices.

Nº 8812

To:
Zaner - Bloser
612 North Park Street
Columbus, Ohio 43215

Date today's date

Approved by:

Supt. of Schools

Ship To:
Mrs Q
Middle town Elementary
Columbia, Mo 65201

Mr. B
Principal

Department Chairman

Ship F.O.B. Columbia, Mo.
Prepaid

Supt. of Schools

Mail invoice to Board of Education, 1002 Range Line, Columbia, Missouri 65201

Catalog Number	Quantity	Description	Price per unit	Amount	Code
—	13	I Can Do Manuscript Writing Book I	$.80	10.40	to be determine by purchas dept.
—	1	Teacher's Edition to match	$1.00	1.00	

VENDOR'S COPY

Department. REMOVE ONLY GREEN COPY AND LAST CARBON LEAVE ALL OTHER COPIES AND CARBONS INTACT.

STORES REQUISITION

JOB NO.

DEPT. TO BE CHARGED Special Education

FUND NAME Title I

DATE today's date

PURCHASE DEPT. NO.

FUND CODE determined by Mr. B.

DELIVER TO: (ROOM AND BLDG.) Middletown Elem. Mrs Q

AUTHORIZED SIGNATURE Mr. B.

QTY.	STOCK NO.	DESCRIPTION	QTY. DEL.	UNIT PRICE	AMOUNT
13	—	Zaner-Bloser I Can Do Manu-Script Writing Book I (.80 ea)			
1	—	Zaner-Bloser Teacher's Edition to match.			

FOR PURCHASING DEPARTMENT USE ONLY

FILLED BY:

CREDIT TO FUND:

NO. PIECES

RECEIVED BY:

UM-UW FORM 8 REPLACES UM-GS-101, 6/78 WHICH MAY BE USED UNTIL EXHAUSTED.

COPIES TO: WHITE - Accounting YELLOW - Stores GOLDENROD - Stores PINK - Dept. GREEN - Dept. destroy when Pink is received.

to be filled out by purchasing

BOOK STORE REQUISITION

DATE: Today's date
CHARGE TO: (DEPARTMENT) Special Education
ADDRESS (Building & Room No.) Special Education Bldg.
SIGNATURE OF DEPT. CHAIRMAN AUTH. REP. Mr. B.

IDO NO.
FUND NAME Title I
FUND CODE To be determined by Mr. B
APPROPRIATION Title I

UNITS	DESCRIPTION IN FULL	CLASS.	BOOKSTORE USE ONLY	
			UNIT PRICE	AMOUNT
13	Zaner Bloser I Can Do			
	Manuscript Writing Book I			
1	Zaner Bloser Teacher's			
	Edition to match			

RECEIVED BY:		TOTAL	
FILLED BY:	EXTENSIONS VERIFIED:	Deduct-Discount	
REFERENCE NO. 19835	CREDIT TO FUND: 0912-2500	NET AMOUNT	

Purchasing will fill out.

UM-C FORM 81, JAN 68

WHITE . Bookstore
YELLOW . Accounting
PINK . Department

GREEN . Bookstore Receipt
BLUE . Department Receipt
BUFF . Accounting

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Behavioral Objectives:

10.3.3.1 The trainee will be able to develop a budget for the acquisition of specified instructional materials.

10.3.3.2 The trainee will be able to justify to the administration the need for requested instructional materials.

Competency Component: 10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Behavioral Objective: 10.3.3.1 The trainee will be able to develop a budget for the acquisition of specified instructional materials.

Enabling Activities	*Resources*	*Comments*
10.3.3.1.A Curriculum consultants should be able to assist teachers in selecting appropriate instructional materials for their students. Special attention should be given to selecting appropriate materials according to the chronological age range, mental age range and social maturity of the children being served. Teachers working together with curriculum consultants must become aware of new instructional materials and make use of them in a most purposeful and rewarding manner. Consider the following: Mr. L. requests the following extra materials for his intermediate EMR classroom composed of 12 students: 1 Milton Bradley Vowel Sounds/ A Self-Instructional Modalities Approach. 1 Milton Bradley Password Game 1 Bell & Howell Language Master with headphones and 1 set of standard size blank cards.	10.3.3.1.A Educational materials supply catalogs located in the IMC Neagley, R.L and Evans, N.D., and Lynn. The School Administration and Learning Resources. Englewood Cliffs: New Jersey, Prentice Hall, Inc., 1969.	

10.3.3.1.A (continued)

Lifelike unassembled anatomical model kits:

Visible Human Body
The World of Sensation

Wollensak Tapes:

Addition whole numbers #1
Addition whole numbers #2
Subtraction whole numbers #1
Subtraction whole numbers #2
Introduction to Multiplication

1 Ideal-The Winning Touch Math Game

Design a budget for Mr. L. utilizing the above items. Be sure to include unit costs as well as total costs. Remember, this budget will be submitted to the school administration.

10.3.3.1.B

During mid-semester, Mr. L. realizes that he is in need of an overhead projector and that two of his Wollensak tapes need replacing. He also finds that next week he will have four additional students and will need the following materials:

1. Jim Forest Readers (two copies) of each of the following:

10.3.3.1.B (continued)

Jim Forest and Ranger Dan
Jim Forest and The Trapper
Jim Forest and the Ghost Town
Jim Forest and the Bandits

4 copies of each Practice Workbook to match
Ranger Dan
Trapper
Ghost Town
Bandits

2. Four copies of Palmer Method Transition Grade two --The Three Pigs.
3. Using Modern Mathematics Structure; Application Workbook, 4 copies, Singer Inc.
4. Most Used Words For Spelling: Book 1

Develop a budget for Mr. L. and be sure to provide unit costs as well as total costs for items requested. Decide on how much money Mr. L. should be allotted.

10.3.3.1.C

Consider Mr. L.'s request in a priority ranking. What items are essential? Why? What materials should be deleted if finances are limited?

Competency Component: 10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Behavioral Objective: 10.3.3.1 The trainee will be able to develop a budget for the acquisition of specified instructional materials.

Activity No.

Evaluation Criteria

10.3.3.1.A

The trainee will be able to design a budget for specified materials which should correspond to the following:

Teacher: Mr. L.
Budget Design for Intermediate EMR classroom

Quantity	Material	Unit Cost Approx.
1	Milton Bradley Vowel Sounds/ A Self-Instructional Modalities Approach	$ 50.00
1	Milton Bradley Password Game	2.25
1	Milton Bradley Parquetry Design Blocks	3.00
1	Bell & Howell Language Master	250.00
1	Bell & Howell Language Master (Headphone Set)	28.11
1	Bell & Howell Language Master Standard Size Blank Cards	6.00
1	Visible Human Body Kit	4.50
1	The World of Sensation Kit	12.00
5	Wollensak Tapes:	
	Addition whole numbers #1	7.95
	Addition whole number #2	7.95
	Subtraction whole numbers #1	7.95
	Subtraction whole numbers #2	7.95
	Intro. to Multiplication	7.95
1	Ideal-The Winning Touch Math Game	5.00
	TOTAL COST ESTIMATED	$400.50

Competency Component: 10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Behavioral Objective: 10.3.3.1 The trainee will be able to develop a budget for the acquisition of specified instructional materials.

Activity No. — *Evaluation Criteria*

10.3.3.1.B — The trainee will estimate Mr. L.'s request in the following manner:

Quantity	Material	Unit Cost Approx.
2	Jim Forest and Ranger Dan	$ 2.25
2	Jim Forest and The Trapper	2.25
2	Jim Forest and The Ghost Town	2.25
2	Jim Forest and The Bandits	2.25
	Teacher Workbooks for Jim Forst Readers:	
4	Ranger Dan	.39
4	Trapper	.39
4	Ghost Town	.39
4	Bandits	.39
4	Palmer Method Transition #2: The Three Pigs	.78
4	Must Use Words for Spelling: Book 1	1.10
2	Wollensak Tapes	7.95
1	Overhead Projector	190.00
	TOTAL COST ESTIMATED	$242.10

Mr. L. should be allowed approximately $250. for his budget.

Competency Component: 10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Behavioral Objective: 10.3.3.1 The trainee will be able to develop a budget for the acquisition of specified instructional materials.

Activity No.	*Evaluation Criteria*
10.3.3.1.C	Considering priority needs it would be most important for the four new students to receive their needed materials. The use of an overhead projector may not be as essential as replacing the Wollensak Tapes which are being used and need to be replaced. Considering the cost differences, Mr. L. could receive about $50. to cover new materials for his new students and still replace the damaged tapes.

Competency Component: 10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Behavioral Objective: 10.3.3.2 The trainee will be able to justify to the administration the need for requested instructional materials.

Enabling Activities	*Resources*	*Comments*
10.3.3.2.A A curriculum consultant should be able to recommend needed equipment and be able to justify to the school administration the need for requesting these materials. Review each of the following: 1. Mr. Miller teaches class for multiply handicapped children. Five of the children are partially sighted. Mr. Miller, after having the children examined by an eye specialist, requests magnifiers for each child. Do you feel that Mr. Miller is justified in his request? (Discuss) 2. Mrs. Gordon teaches a class of primary EMR's and wishes to purchase the Peabody Language Development Kit Level P. Do you feel that Mrs. Gordon is justified in her request? (Discuss)	10.3.3.2.A Kolstoe, O.P. Teaching Educable Mentally Retarded Children. New York: Holt, Rinehart and Winston, Inc., 1970, pp. 64-66.	

Competency Component: 10.3.3 To assist the trainee in developing procedures for the acquisition of specific materials.

Behavioral Objective: 10.3.2.2 The trainee will be able to justify to the administration the need for requested instructional materials.

Activity No.	*Evaluation Criteria*
10.3.3.2.A	The trainee should be able to justify the purchase of a magnifier for each child according to the following: 1. In view of the dealth of large-type reading materials the use of magnifiers usually allow a child with limited vision to use materials of ordinary size type. 2. Magnifiers are an effective but less costly way to provide the students with needed reading materials. 3. Magnifiers could allow the child to use residual vision. 4. Magnifiers could also assist the students in adjusting to the classroom. 5. The recommendation of an eye specialist should also be considered in justifying the purchase of this material. The last activity should also be evaluated according to the above format.